



Hendra State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Hendra State School, is a small school located just minutes from Brisbane Airport and the Central Business District. In 2014 Hendra SS celebrated 150 years of service to the community of Hendra. Over those 150 years Hendra has seen significant changes. Technologies available to both students and teachers have transformed the way education is delivered as well as our future path. Significant investments have been made in Information and Communication Technologies including the upgrade of the wireless / NBN network, purchase of lap tops and IPADs. We embarked on a Coding and Robotics Program and are introducing Lego Robotics. Unique to our school and area is our Riding to Success (Horse Riding) Program.

Hendra State School aims to educate children intellectually, socially, emotionally and physically in order to help them make a positive contribution to society, be problem solvers, entrepreneurs and use persistence and resilience in facing the wider world and demands of life now and in the future. We offer a comprehensive educational program based on the National Australian Curriculum, delivered by a very dedicated, professional and motivated staff. Programs operating at Hendra SS include; 'Riding to success' (Horse Riding) program, Instrumental Music, Literacy Buddies and Japanese taught from Prep to Year 6.

Principal's Forward

Introduction

The Hendra State School Annual Report for 2015 provides parents, staff and the community with comprehensive information about our school. It outlines aspects of our school's progress as it relates to 2016. Data relating to enrolment figures, behavior and curriculum offered at the school, NAPLAN assessments, teacher and student attendance, as well as information on how to access the My School website for student achievement is included in the report. The report further outlines the aims of the school community and reflects on the outstanding success of our students.

School Progress towards its goals in 2016

2016 School Targets	2016 Result
<p>Improvement In Reading Prep – Year 2 Investing for Success agreement; <i>Increase percentage of Prep students meeting PM Level 9 Benchmarks in 2016 to 70%</i> <i>Increase percentage of Year 1 students meeting PM Level 19 Benchmarks in 2016 to 50%</i> <i>Increase percentage of Year 2 students meeting PM Level 24 Benchmarks in 2016 to 70%</i></p>	<ul style="list-style-type: none"> • Introduced Reading program to target poor reading results in Prep – Year 2 • Whole school staff creation of Explicit Guided Reading Program • Professional development/ modelled uniform and consistent delivery of Guided Reading. • Continual review and data meetings regarding student improvement. • Review and refine Guided Reading 2017. <p>Prep (8 students): Average PM Benchmark jump 7.5 levels, NMS 50%, Upper 2 Bands: 12%</p> <p>Year 1 (9 students): Average PM Benchmark jump 8.5 levels, NMS 70%, Upper 2 Bands: 50%</p> <p>Year 2 (9 students): Average PM Benchmark jump 6 levels, NMS 66% Upper 2 Bands: 50%</p>

<p>Australian Curriculum Ensure systemic curriculum delivery and align with National curriculum and QCARF (Qld Curriculum and Assessment Framework) Use local and systemic data to inform pedagogical practice Focus on an explicit approach to teaching across all Curriculum areas Focus on improving mechanisms to provide more timely feedback to Students and Parents</p>	<ul style="list-style-type: none"> Completed Whole School Curriculum: English C2C units Started writing Whole School Curriculum: Maths (To be completed in 2017)
<p>Principal capability Develop instructional leadership with a focus on Workforce Performance</p>	<p>Ongoing</p>
<p>Community Engagement Continue to develop and support productive relationships with the community Increase school size sufficiently to engage an additional teacher to support an extra class</p>	<ul style="list-style-type: none"> Numerous garden working bees to create garden beds Garden beds established front of school, within school School grounds looking much smarter Relationships between Principal, staff and parent community very positive. Active P & C, positive and productive relationship

Future Outlook

2017 Explicit Improvement Agenda: *Build teacher capacity around Guided Reading and review and refine existing Guided Reading program in order to achieve improved Reading PM Levels from Prep – Year 6*

Student Achievement Goals:

- Increase percentage of Prep students meeting PM Level 9 Benchmarks in 2017 to 80%*
- Increase percentage of Year 1 students meeting PM Level 19 Benchmark in 2017 to 50%*
- Increase percentage of Year 2 students meeting PM Level 24 Benchmark in 2017 to 80%*

Initiatives include:

- Review student performance data in 5 weekly cycles
- Build Teacher capacity regarding Guided Reading, school definition, reading strategies, decoding and comprehension.
- Build teacher capacity in explicit teaching and consolidations through Professional Learning and coaching
- Provide targeted intervention through speech pathologist and 'Read it Again' Oral Language Program
- Provide additional Teacher Aides for sound, sight word and guided reading consolidation daily.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	58	32	26	2	92%
2015*	55	31	24	2	89%
2016	60	34	26	2	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Hendra State School is a small school based in the Northern Suburbs of Brisbane. With its close proximity to the airport and Central Business District, house prices in the suburb of Hendra have been steadily increasing. A number of developments can be seen within a short distance of the school. The percentage of students from within the Hendra State School enrolment catchment has been steadily rising, including students travelling from as far afield as Carseldine. The school is not enrolment managed at this stage.

Hendra has a small percentage of indigenous students in attendance. In addition the school caters for a small number of students with a disability. The parent body consists of professionals such as lawyers, accountants, office managers and workers as well as those parents working in the Horse Racing Industry.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	17	19
Year 4 – Year 7		23	18
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery



Our Approach to Curriculum Delivery

- Explicit Teaching; I do, We do, You do
- Focus on the development of essential literacy and numeracy skills within a multi-age setting
- Use of Information Communication Technologies to enhance the development of literacy and numeracy skills and engagement of students in becoming life-long learners.
- Stream students for Guided Reading and Spelling Mastery sessions across the school and year levels.
- Extension offered through online learning and an association with the City Cluster allows our students to be involved in High Achievers and Mini Festival Programs.
- Students with Disabilities teacher on staff to assist supporting teacher and student.
- EVERY STUDENT SUCCEEDS approach and value system!

Co-curricular Activities

Instrumental Music: The School has continued its implementation of the Instrumental Music Outreach Program with over 20% of the school's population involved. Currently we offer Instrumental Music from Year 2. Students perform at weekly assemblies as well as visit, perform and share morning tea with Meriwee Aged Care Facility Residents.

'Riding to Success': All students participate in a 'Riding to Success' Horse Riding Program, professionally organized by Cherbon Waters Equestrian Centre. Students are kitted out with appropriate safety gear and are involved in 6 lessons ranging from riding bareback to cleaning the horses and trail rides. This highly successful program is valued by all in commitment towards teaching resilience, perseverance, confidence and core strength.

School Camp: The Year four, five and six students attended the Coffs Coast Adventure Centre in September 2016. This highly valued camp was met with great enthusiasm by students. The 2017 School Camp will be at Coffs Coast Adventure Centre.

Book Week Character Parade: Students and Staff dress as their favorite Book character.

Languages other than English (L.O.T.E): Hendra State School has for three years, offered Japanese from Prep to Year 6. This has rapidly become a feature and places Hendra State School as one of the few Queensland Schools offering a Bilingual program from Prep. Our school recognizes that students leaving school in future years will need to be bilingual in order to take full advantage of global realities. The Department of Education has an in-principle goal of providing this capability from 2025.

Literacy Buddies: Students in the upper classes continued their buddy letter program with Corrs, Chambers and Westgarth, a prestige law firm operating in the heart of the city. Students exchanged letters, moderated through ARDOCH, and visited their offices late last year.

Hendra State School continues to take advantage of interschool competitions;

- City Districts Gala Days
- Small School Athletics Day
- Interschool Cross Country: Hendra SS vs Hamilton

A number of students were selected to represent the school in Cross Country and Athletics carnival at the District level.

How Information and Communication Technologies are used to Assist Learning

The Hendra State School Community is a strong advocate for the integration of Technology into everyday curriculum delivery. The school uses a number of technologies to ensure students are embracing new technologies as part of their everyday learning experiences at Hendra. In addition to the number of desktops and laptops, the school uses interactive data projectors, iPads and Apple TVs to broaden the experience of curriculum delivery to students.

A Wi-Fi network was established and paid for by the school. Ten iPads were purchased to be used across classes. The school community feels strongly that embedding ICTs into the curriculum has the potential to transform learning, especially higher order thinking and increase student engagement.

A Coding and Robotics Program was introduced in 2016 and Year 2 – Year 6 students enjoyed 2 x 5 week programs that allowed them to program a computer game. In 2017 Coding and Robotics will run from Prep – Year 6. We will also investigate teaching Robotics throughout the school.

Social Climate

Overview

Hendra State School enjoys very positive and encouraging relationships with the community. The community values education and parents are very supportive of the school's objectives and priorities. Visitors to the school often remark on the community feel of the school. Students are encouraged to take advantage of the many opportunities offered by the school. This includes singing and performing at the Meriwee Aged Care Facility throughout the year and participating in a number of school sporting activities. The school continued to commemorate special events such as ANZAC Day and Remembrance Day.



The school employs a Chaplain one and a half days a week. The Chaplain organizes lunch time activities for students and participates in lessons supporting a positive school environment with programs such as 'Play is the Way'. 100% of students feel that they are getting a good education and feel safe at this school.

Prep Induction Days occurred towards the end of the school year and were very successful. The induction mornings provided parents and new students an opportunity to participate in normal classroom days. This led to a significant reduction of anxiety for both parents and students, and ensured a smooth transition at the start of 2017.

Community plays a large part of the core value system at Hendra SS. We work actively with our school community, whether it be through garden working bees in an effort to beautify our school to introducing, working with and supporting local business. We have a very active, motivated P & C who are constantly looking to assist staff and Principal in improving our school and reaching new heights.

Behavior is generally excellent at Hendra SS. We will not accept bullying and when behavioral issues are identified, support envelops students to ensure correct behavior is adhered to. Staff, parents and students are in close communication to ameliorate any unwanted behavior.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	92%	100%
this is a good school (S2035)	89%	92%	100%
their child likes being at this school* (S2001)	100%	92%	100%
their child feels safe at this school* (S2002)	100%	92%	100%
their child's learning needs are being met at this school* (S2003)	89%	92%	100%
their child is making good progress at this school* (S2004)	89%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	89%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	92%	100%
teachers at this school motivate their child to learn* (S2007)	100%	92%	100%
teachers at this school treat students fairly* (S2008)	100%	92%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	92%	100%
this school works with them to support their child's learning* (S2010)	78%	92%	100%
this school takes parents' opinions seriously* (S2011)	78%	92%	100%
student behaviour is well managed at this school* (S2012)	100%	83%	100%
this school looks for ways to improve* (S2013)	89%	92%	100%
this school is well maintained* (S2014)	100%	92%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	100%	100%
they like being at their school* (S2036)	100%	100%	94%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	88%	100%	100%
their teachers expect them to do their best* (S2039)	94%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	93%
teachers treat students fairly at their school* (S2041)	85%	100%	100%
they can talk to their teachers about their concerns* (S2042)	81%	89%	100%
their school takes students' opinions seriously* (S2043)	79%	100%	93%
student behaviour is well managed at their school* (S2044)	69%	100%	94%
their school looks for ways to improve* (S2045)	87%	95%	100%
their school is well maintained* (S2046)	100%	100%	88%
their school gives them opportunities to do interesting things* (S2047)	93%	90%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	89%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	89%	88%	100%
their school gives them opportunities to do interesting things (S2079)	100%	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

Hendra State School actively encourages the involvement of parents in their child's education. Hendra State School is fortunate to have an active Parents and Citizen's 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 excursion and who support the various extra-curricular activities at the school.

Students receive written reports twice a year and are offered the opportunity to engage teachers in Parent Teacher Conferences at least twice a year.

Consultation processes regarding adjustments made to assist students with diverse needs and participate fully at school not only occur with parents when required but also with internal and external specialists.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	1	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Hendra State School makes use of solar panels, and large underground water tanks to reduce the school's environmental footprint. The school ensures key infrastructure and educational tools that require power are turned off by staff and students when not in use. Our school community continues to look for ways to reduce its environmental footprint.

In 2016 the school had the solar panels cleaned and protected as they had been providing a happy home for a cast of pigeons.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	19,084	0
2014-2015	17,044	33
2015-2016	34,372	365

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9	11	<5
Full-time Equivalents	4	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor degree	5
Diploma	0
Certificate	5

*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 2016 were \$12, 936.

The major professional development initiatives are as follows:

- Systematic unpacking of the C2C curriculum
- Differentiating the C2C units, GTMJ's
- Anita Archer
- TRS for Teachers coming offline to plan collaboratively
- Beginning Teachers Induction
- Principal Leadership

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	93%	98%

*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 2016 for all Queensland Primary schools was 93%.

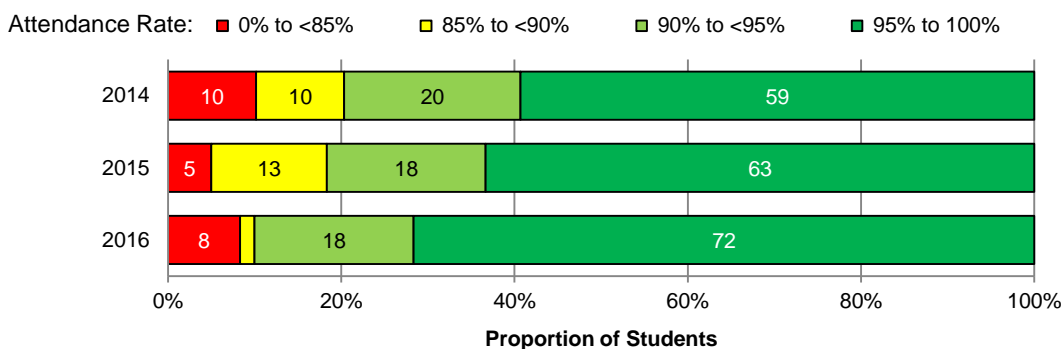
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	96%	96%	93%	95%	90%	93%	95%					
2015	97%	89%	96%	95%	92%	95%	97%						
2016	92%	97%	94%	95%	98%	95%	97%						

*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 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.

All classroom rolls are marked twice a day; morning and afternoon through the MGM/ Rollmarker system software. Student absenteeism data is sent to parents/ guardian daily if absences are unexplained. Data is then uploaded onto One School. Families are contacted through the new software if an explanation has not been received for unexplained absence. Families with students absent for more than two days are contacted by the school in order to determine the cause of absence. This practice is mandatory in our school. It is a requirement that all student absences are explained by a note in person or by telephone by the parent/caregiver.

The school uses proactive strategies to increase student attendance, including:

- Reporting attendance statistics to the school community at weekly assembly times.
- Rewarding students with 100% attendance with playground time rewards.

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**.

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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

Further queries or concerns regarding published information should be directed to the Principal.