

Hendra State School

Queensland State School Reporting

2014 School Annual Report



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 My School website and the Queensland Government data website.
Contact person	Trevor Carr (Principal)

Principal's foreword

Introduction

The Hendra State School Annual Report for 2014 outlines the achievements of the school community and maps the school's progress alongside the School's Improvement Agenda.

This report further outlines the aims of the school community and reflects on the outstanding success of our students in our 150th year of operation as a State School during 2014.

School progress towards its goals in 2014

In keeping with the tradition of excellence, the school highlighted a number of goals/targets to achieve by the conclusion of 2014. These targets focused not only improving student performance in NAPLAN Testing, but were also broadened to enable the school to maintain its focus on developing and working towards ensuring every opportunity was given to ensure our students worked and achieved their potential, both socially and academically.

School Targets/Goals	Outcomes		
	Yr 3	Yr 5	Yr 7
100% of Year 3, 5 and 7 students achieving at or above the National Minimum Standard in:			
- Reading	85.7%	100%	100%
- Writing	100%	100%	100%
- Spelling	100%	100%	100%
- Grammar and Punctuation	100%	100%	100%
- Numeracy	100%	100%	100%
30% of Year 3, 5 and 7 students achieving in the Upper 2 Bands of NAPLAN in:			
- Reading	28.6%	28.6%	0%
- Numeracy	14.3%	14.3%	50%
Implementation of Reading CAFE across all classes	Achieved		
Implementation of Pedagogical Framework	Achieved		
Implementation of Australian Curriculum	Achieved		
Enrolment increase by 10% to 54 students	58 students enrolled by Nov 2014		
Successful 150 Year Anniversary	Achieved		

Future outlook

The school will continue to work towards improving student achievement and engagement in 2015. A summary of the Hendra State School Targets for 2015 are:

2015 School Targets

NAPLAN Targets

100% of Year 3 and 5 students achieving at or above the National Minimum Standard in:

- Reading
- Writing
- Spelling
- Grammar and Punctuation
- Numeracy

40% of Year 5 students achieving in the Upper 2 Bands in:

- Spelling

50% of Year 5 students achieving in the Upper 2 Bands in:

- Reading
- Writing
- Grammar and Punctuation
- Numeracy

Australian Curriculum

- Ensure systemic curriculum delivery and align with National Curriculum and QCARF (Queensland Curriculum and Assessment Framework)
- Use local and systemic data to inform pedagogical practice
- Focus on an explicit approach to teaching across all curriculum areas (WALT, WILF, TIB)
- Focus on Improving Mechanisms to provide more timely feedback to Students and Parents.

Principal Capability

- Develop Instructional Leadership with a Focus on Workforce Performance

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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	58	33	25	67%
2013	49	28	21	83%
2014	58	32	26	92%

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 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 from the school. The percentage of students from within the Hendra State School enrolment catchment has been steadily rising, however the school still has some students travel from as far afield as Morayfield and Logan. The school is not enrolment managed at this stage.

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

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	17	21

Phase	Average Class Size		
	2012	2013	2014
Year 4 – Year 7 Primary	21		

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	1	5
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	1	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Australian Curriculum – English, Mathematics, Science, History and Geography
- Essential Learnings and Standards – Technology, The Arts, Health and Physical Education and Languages other Than English (Japanese)
- Implementation of the Reading CAFÉ with a focus on the Explicit Instruction of Reading skills and strategies
- Internal Diagnostic Assessments – South Australian Spelling, PAT Maths, PAT Reading, PM Benchmarking, PROBE Benchmarking
- Japanese – All students Prep to Year Seven
- Written Reporting – Twice per year
- Formal Parent Feedback – Twice Per Year

Extra curricula activities

The school continued its implementation of the Instrumental Music Outreach program with at least 20% of the school population becoming involved. In addition other extra-curricular activities continued including the school's highly regarded, 'Riding to Success' program with the Doomben Polo Academy.

The Year Four, Five and Six students attended the North Keppel Island Environmental Education Centre in August of 2014. This highly valued camp was met with great enthusiasm by the students, with many requesting a return in 2016. Hendra State School was invited to participate in the Ashgrove Literature Festival held during Book Week celebrations. Our school also held the highly anticipated Book Week Character Parade, where students and staff dressed as their favourite book characters.

For the second year running, the school offered its Languages other than English – Japanese program to all students including those in PREP. 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 community 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.

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 the chambers in November.

Our school continued to take advantage of interschool sporting competitions. Students from Hendra State School participated in:

- City Districts Gala Days – OzTag
- City Districts Gala Days – Baseball
- Small School Athletics Carnival
- Interschool Cross Country – Hendra SS vs Hamilton SS
- Interschool Swimming Carnival – Hendra SS/Zillmere SS/ Hamilton SS

A number of students were selected to represent the school in both Cross Country and Athletics Carnivals 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 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 w i-fi network was established and paid for by the school. This enables the school to purchase 10 ipads to be used across classes. In addition staff undertook training into embedding ICTs into everyday practice. The school community feels strongly that embedding ICTs into the curriculum has the potential to transform learning, especially the higher order thinking domains, and increase student engagement.

Social Climate

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 Merriwee Aged Care Facility at Christmas time 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 per week. The Chaplain organized lunch time activities for students and participates in lessons supporting a positive school environment with programs such as 'Play is the Way.' 100% of Parents and Students feel that this is a safe school and that the children at Hendra get a good education.

The school celebrated its 150th Anniversary. The Country Fair also served as a Reunion for many students. The school was well supported by past members of the school community. In addition exhibits were organized through the Queensland Museum and the Queensland Racing Museum. Many visitors to the school included past members, who were able to look through the many school photographs as the School Resource Centre was transformed into a Hendra Museum.

At the end of 2014, the school held its first PREP Induction Day towards the end of 2014. This Induction Morning provided both parents and 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 the following year.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	91%	88%	100%
this is a good school (S2035)	91%	93%	89%
their child likes being at this school* (S2001)	95%	100%	100%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	81%	89%
their child is making good progress at this school* (S2004)	95%	80%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	87%	78%
teachers at this school motivate their child to learn* (S2007)	91%	93%	100%
teachers at this school treat students fairly* (S2008)	95%	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	89%
this school works with them to support their child's learning* (S2010)	91%	87%	78%
this school takes parents' opinions seriously* (S2011)	86%	93%	78%
student behaviour is well managed at this school* (S2012)	91%	93%	100%
this school looks for ways to improve* (S2013)	91%	93%	89%
this school is well maintained* (S2014)	90%	100%	100%
Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	100%	93%
they like being at their school* (S2036)	92%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	96%	89%	88%
their teachers expect them to do their best* (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	96%	78%	93%
teachers treat students fairly at their school* (S2041)	96%	89%	85%
they can talk to their teachers about their concerns* (S2042)	80%	100%	81%
their school takes students' opinions seriously* (S2043)	78%	89%	79%
student behaviour is well managed at their school* (S2044)	75%	100%	69%
their school looks for ways to improve* (S2045)	96%	100%	87%
their school is well maintained* (S2046)	84%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	93%
Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	89%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	89%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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 Parents and Citizens' 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 reporting twice a year and are offered the opportunity to engage teachers in Parent Teacher conferences at least twice a year.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	29,084	470
2012-2013	24,548	107
2013-2014	19,084	0

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.

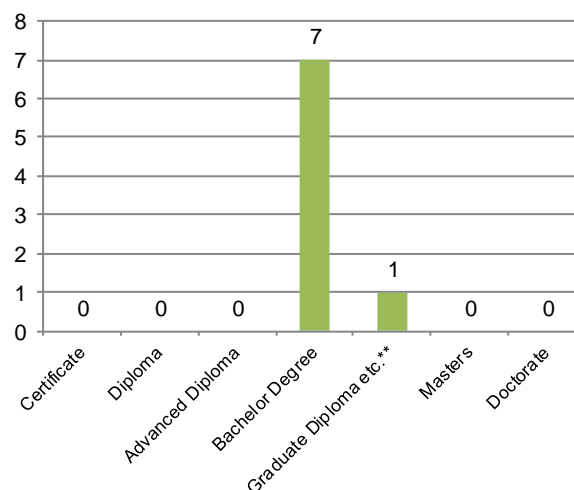
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	7	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	8



*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 2014 were \$6 100.

The major professional development initiatives are as follows:

- Supporting implementation of the Reading CAFÉ
- Student Protection Training

- Code of Conduct Training
- Principal performance Development
- Moderation of Student Assessment
- Asbestos Management Training
- Integrating ICTs into practice

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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 the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

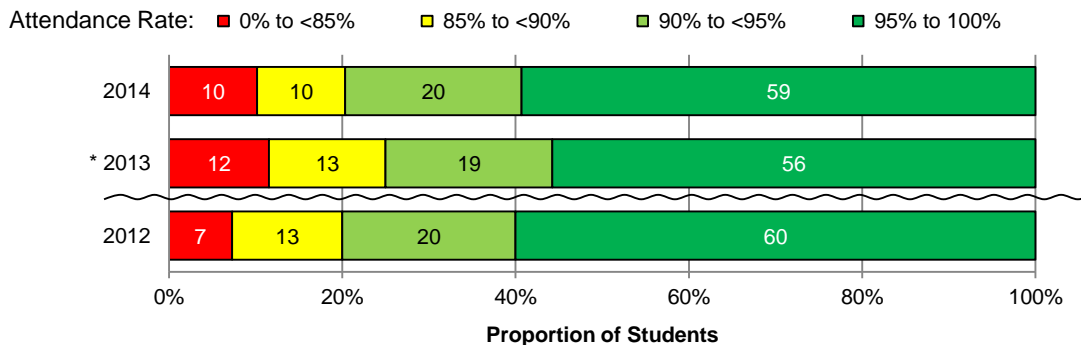
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	94%	95%	91%	94%	95%	92%	97%
2013	93%	90%	96%	90%	95%	94%	96%
2014	96%	96%	93%	95%	90%	93%	95%

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 after 2012 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 DETE 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.

All rolls are marked twice a day, morning and 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 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.
- rewarding students with 100% attendance in one week with a playground reward.

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.

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 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 therefore withheld to protect student confidentiality.