



School Improvement Unit Report

Hendra State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Hendra State School from 3 to 4 May 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	309 Nudgee Road, Hendra
Education region:	Metropolitan Region
The school opened in:	1908 (formerly Eagle Farm School opened in 1864)
Year levels:	Prep to Year 6
Current school enrolment:	56
Indigenous enrolments:	3 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1016
Year principal appointed:	2016
Number of teachers:	4.37 (full-time equivalent)
Nearby schools:	Ascot State School, Hamilton State School, Aviation State High School
Significant community partnerships:	nil
Significant school programs:	Riding to Success Horse Riding Program



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Three classroom teachers and five teacher aides
 - 21 students
 - Special Education Program (SEP) teacher
 - Speech Language Pathologist (SLP)
 - Languages teacher
 - Administration officer and ancillary officer
 - Director of Good Start Early Childhood Centre
 - Principal of Aviation State High School
 - Parents and Citizens' Association (P&C) president
 - Nine parents
 - Chaplain

1.4 Review team

Andrew Helton	Internal reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.

Staff members speak of the collective responsibility for ensuring successful student learning and wellbeing. Interactions between staff members, students, parents and families are caring, polite and inclusive. The school climate is positive and staff members' morale is high.

- A culture of collaboration and teamwork between teachers and teacher aides is visible.

An expectation is established that teachers should be highly committed to the continuous improvement of their teaching. The principal believes the development of an expert teaching team is central to the improvement of outcomes for students.

- The principal has established strong connections with the Parents and Citizens' Association (P&C), families of the school and local community.

An active and committed P&C supports school initiatives through the provision of additional funding of resources. Funds raised contribute to student learning and wellbeing. The P&C supports the students' participation in the *Coding and Robotics Program* and *Riding to Success*.

- The school has a plan for curriculum delivery, which provides classroom teachers with an overview of the Curriculum into the Classroom (C2C) units in year levels.

The Australian Curriculum (AC) is delivered through C2C resources for English, mathematics, science, history and geography. Classroom teachers use some of these units to provide instruction and learning activities. The school acknowledges that this plan requires review.

- The principal recognises that highly effective teaching is the key to improving student learning throughout the school.

The principal takes a strong leadership role in supporting teacher understanding and use of effective teaching methods to maximise student learning. Formal processes for observations, coaching and feedback are recognised as the next stage in building staff capacity.



- The school demonstrates the importance of collecting student outcome data to inform teaching practice.

The school has established student assessment overviews as the predominant means for collecting and storing data on individual student achievement progress. Teaching staff use informal opportunities to discuss student achievement data. Staff members report the need for further training and development to build their capacity to input, manipulate and interpret data to identify trends that can inform their teaching programs.

- The school has developed an Explicit Improvement Agenda (EIA).

The principal uses data collected from the analysis of school National Assessment Program – Literacy and Numeracy (NAPLAN) achievement data to formulate the areas for improvement. The principal is developing a data wall, linked to the explicit improvement of reading. Explicit targets for individual student improvement are yet to be set.

- Human resources are deployed in a flexible way to meet the learning needs of students.

The school has some processes to identify and respond to students' needs through the allocation of members of staff and resources. A school-wide process for a case management approach to support the identification of students who may need additional support is yet to be developed.

- An understanding of the importance of differentiation and the need to adjust planning and teaching to meet the needs of students is demonstrated.

The level to which teachers document teaching adjustments in planning varies. A consistent school-wide differentiation practice and expectation is yet to be developed and implemented across the school.

- The school has clear expectations regarding how students should behave and interact with each other. It uses opportunities to highlight positive behaviour.

Strategies are in place to promote appropriate behaviour including '*Be Respectful, Be Responsible, Be Safe and Be a Learner*'. The school values individual student ability and talent in all areas and this is promoted through the 'Good News Stories' at assembly each week.



2.2 Key improvement strategies

- Collaboratively review and implement the whole-school curriculum plan that enables the AC to be delivered and monitored.
- Develop and implement a formal coaching and feedback process for all staff members aligned to the school's EIA.
- Build the data literacy skills to enhance teacher capacity to input, manipulate and interpret data to identify trends.
- Establish explicit targets for individual student improvement aligned to the school's priority area of improvement.
- Collaboratively develop and implement processes to identify individual learning needs of students within a case management approach.
- Develop a school-wide practice for the documentation of teaching adjustments required for classroom planning.