



Hendra State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	309 Nudgee Road Hendra 4011
Phone	(07) 3623 1333
Fax	(07) 3623 1300
Email	principal@hendrass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Nicola Leslie (A/Principal)



From the Principal

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 laptops 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.

School progress towards its goals in 2018

The 2018 School Annual Report outlines our achievements and progress in teaching and learning during 2018. The report also provides our community with information about our student profile, transitions and engagement, curriculum, as well as school satisfaction and student achievement.

2018 Priorities	Progress
<p>Improve student achievement in writing (Increase % of students achieving A-C against the achievement standard in English)</p>	<p>Teachers engaged in cluster planning and moderation each term with Executive Coach, with a focus on A-E judgements</p> <p>Teachers engaged in cluster professional development sessions targeted at improving writing standards</p> <p>Teachers attended Sheena Cameron professional development session focussed on the writers toolkit</p> <p>Teacher aides attended professional development twice a term with the Executive Coach directed at supporting students to improve their writing tasks</p> <p>Student feedback implemented to support targeting student's writing goals</p>
<p>Improve student reading performance (Increase % of students achieving A-C against the achievement standard in English)</p>	<p>Explicit Guided Reading framework implemented</p> <p>Prep students completed the Early Years Assessments to guide and support future student learning</p> <p>Oral language program (Read it again) introduced to prep students with support from the Speech Language Pathologist</p> <p>The focus on reading improvement will continue and expand to addressing the literacy demands across the curriculum</p>
<p>Increase enrolments</p>	<p>Student numbers increased, resulting in a full prep class and a total of 4 classrooms</p> <p>School hosted 'Open Day' in Term 3 – successful at gaining exposure in the wider community</p> <p>Active P&C, positive and productive relationship</p>

Future outlook

Our 2019 school priorities include:

- Improve student achievement in reading and writing –
*By the end of 2019 we will implement an explicit approach to the teaching of reading and writing through tracking student success against the English Australian Curriculum, so that we have an increased % of students achieving A and B.
To improve student achievement in writing by explicitly teaching for thinking so that our students can thrive in an uncertain future.*
- Extend collective efficacy across Brisbane City Small Schools cluster through working with our Executive Coach
- Build teacher knowledge in explicitly teaching of thinking; Critical and Creative thinking and ICT general capabilities.
- Extend teacher knowledge in the productive mode of Australian Curriculum English and build understanding of Australian Curriculum Science
- Review Guided Reading with regards to Practice and Differentiation
- Improve engagement and wellbeing for all members of the school community
- Review school wide Responsible Behaviour Plan
- Strengthen networks and partnerships across the community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	60	61	62
Girls	34	37	28
Boys	26	24	34
Indigenous	2	5	6
Enrolment continuity (Feb. – Nov.)	94%	88%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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. There are a number of developments 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	19	18	21
Year 4 – Year 6	18	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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.
- 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 favourite Book character.

Languages other than English (L.O.T.E): For three years, Hendra State School has 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.

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 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. Fifteen additional iPads were purchased to be used across classes and four iPads bought for teachers. 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 Prep – Year 6 students enjoyed 2 x 5-week programs that allowed them to program a computer game. In 2017 sets of Robotics were purchased for students to be involved in creating and programming.

Social climate

Overview

Hendra State School enjoys very positive and encouraging relationships with the community. The community values education and parents are 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 day a week. The Chaplain organizes lunchtime 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 2019.

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.

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

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	89%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	89%	100%
• their child is making good progress at this school* (S2004)	100%	89%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	93%
• they can talk to their child's teachers about their concerns* (S2009)	100%	89%	100%
• this school works with them to support their child's learning* (S2010)	100%	89%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	92%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	91%	86%
• they like being at their school* (S2036)	94%	86%	95%
• they feel safe at their school* (S2037)	100%	91%	95%
• their teachers motivate them to learn* (S2038)	100%	95%	95%
• their teachers expect them to do their best* (S2039)	100%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	95%
• teachers treat students fairly at their school* (S2041)	100%	86%	80%
• they can talk to their teachers about their concerns* (S2042)	100%	77%	86%
• their school takes students' opinions seriously* (S2043)	93%	90%	76%
• student behaviour is well managed at their school* (S2044)	94%	82%	86%
• their school looks for ways to improve* (S2045)	100%	95%	100%
• their school is well maintained* (S2046)	88%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	91%	86%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	92%	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%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	92%	100%
• staff are well supported at their school (S2075)	100%	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)	100%	100%	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 their child's education. We have a number of parent volunteers who assist in classrooms and excursions 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 in Parent Teacher Conferences 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 education programs

Hendra State School staff support all students to ensure correct choices are made with regard to personal safety and awareness. At every opportunity available staff will support students with reacting and responding to resolving conflict without violence and to recognize, react and report when they, or others, are unsafe.

Individual programs are designed to support students and negotiated with the inclusion teacher, Principal, classroom teacher, parents and guardian and external agencies when, and if, necessary.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	2	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. Since then we have employed contractors to ensure the pigeons are thwarted from nesting in and around the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	34,372		30,392
Water (kL)	365	105	155

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	9	<5
Full-time equivalents	4	4	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	5
Diploma	
Certificate	4

*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 2018 were \$8,837.23.

The major professional development initiatives are as follows:

- Cluster planning and moderation days –each term - TRS relief
- Teacher Aide Sessions with Executive Coach – reading and writing
- Sheena Cameron – Developing an Effective Writing Program
- Principal coaching workshop and follow up sessions
- Regional pillar days / Leadership Symposium
- Anita Archer – Writing is taught, not caught
- Professional networks

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	93%	91%
Attendance rate for Indigenous** students at this school	98%	87%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

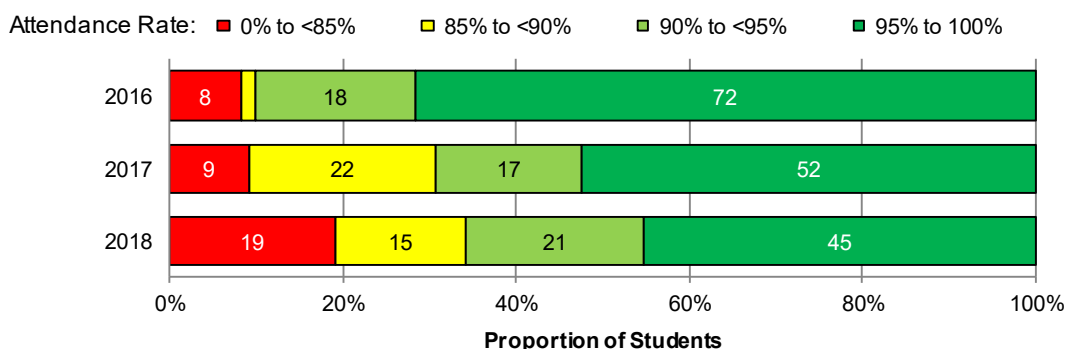
Year level	2016	2017	2018
Prep	92%	93%	88%
Year 1	97%	94%	88%
Year 2	94%	95%	91%
Year 3	95%	96%	96%
Year 4	98%	92%	93%
Year 5	95%	91%	91%
Year 6	97%	89%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Hendra State School, attendance is regularly monitored for patterns of absences including regular and persistent absences and absences without explanation. This data is collected through OneSchool daily attendance records and is monitored by teachers and administrative staff and reviewed regularly.

Students who have a pattern of absences are placed on absence alert notifications through OneSchool, enabling administration to closely monitor attendance patterns.

Concerns about attendance are addressed through:

- Teacher interviews with parents/carers
- Principal interview with parents/carers
- Letters advising parents/carers about our concerns
- Guidance Officer support
- DET process including official warnings

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

