

Hendra State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Hendra State School** from **13 to 14 February 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Laurelle Allen	Internal reviewer, SIU (review chair)
Shelley Tompson	Peer reviewer



1.2 School context

Location:	Nudgee Road, Hendra	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	72	
Indigenous enrolment percentage:	7.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1009	
Year principal appointed:	2019 – acting	
Significant partner schools:	Small School Cluster: Hamilton State School, Murarrie State School, Mackenzie State Primary School	
Significant community partnerships:	Quota International Brisbane City, Early Years Network – local feeder early years centres, Blue Care Hamilton Merriwee Court Aged Care Facility – student performances, Woolworths Ascot – weekly donations of fruit/supplies, Junior Landcare – lizard habitat, Parents and Citizens' Association (P&C) – funds to support riding program, camp, Kurshonbrooke Lodge – riding program, Clayfield College Swim Centre – week-long intensive block, Animal Welfare League – Reading Dogs program	
Significant school programs:	Horse riding, whole-school buddy reading, Friday Fun, Reading Dogs, swimming, senior camp, social emotional learning – Second Step, online instrumental music, Queensland Academies Creative Industries (QACI) leadership, music, end of Year 6 excursion, nature play – worm farm and lizard habitat	



1.3 Contributing stakeholders

School community:

- Principal, executive coach, four teachers, two teacher aides, 15 students, seven parents, two ancillary staff and Business Manager (BM) – small schools.

Community and business groups:

- Treasurer of QUOTA International, Reading Dogs handler (therapy dog) – Animal Welfare League.

Partner schools and other educational providers:

- Principal Aviation State High School and director of local early childhood centre.

Government and departmental representatives:

- State Member for Clayfield and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda
Investing for Success 2020	Strategic Plan 2017-2020
School Opinion Survey	Curriculum Planning Documents
Sample student portfolios	Professional Learning Plan 2020
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Hendra Highlights	School differentiation plan or flowchart
Vision and Values posters	Signature programs poster
Behaviour support posters	Assessment Schedule 2020
School pedagogical framework	Responsible Behaviour Plan for Students
School data plan	School newsletters and website
Report Cards	HSS Student Support Spreadsheet
Report Card and NAPLAN update Semester 1 2019	Headline Indicators (October 2019 release)



2. Executive summary

2.1 Key findings

The principal and staff members are united and committed to the core objective of improving learning outcomes for all students.

The school's collective statement of purpose – *By creating a sense of belonging for all, we empower our students to EMBRACE all opportunities and celebrate successes along the way* – provides the basis for ways of working within the school.

The school is fostering a deep belief that every student is capable of successful learning.

Staff members articulate that the small school environment provides them with the opportunity to know and develop a positive relationship with every student. Parents identify that the small community feel, despite being located in an inner-city location, is a factor in making this their school of choice.

Staff members agree that everyone has a role to play in driving strategies to support the Explicit Improvement Agenda (EIA).

Teachers voice their desire for clarity regarding their role and accountabilities in relation to achieving priority area targets. Leaders identify that a roles, responsibilities and accountabilities statement that aligns with the EIA is yet to be developed.

Teachers work closely with a cluster executive coach to develop a learning area overview, a year level plan and a unit plan.

Teachers describe working in teams across the cluster to unpack units of work and refine marking guides. Teachers voice appreciation for opportunities to share cluster planning documents on OneDrive. Leaders acknowledge that a whole-school curriculum plan that provides vertical alignment of curriculum and addresses all elements of the P-12 curriculum, assessment and reporting framework (P-12 CARF) is yet to be developed.

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

Leaders actively seek research-based teaching practices and evaluate for best alignment with school need. Teachers express that they are highly motivated to develop their teaching practices to enhance student learning. Teachers voice their willingness to engage with leaders in regular observation and targeted feedback cycles.



Teachers articulate that they are experimenting with ways to make learning visible for students.

Staff members discuss ways in which they challenge students to have belief in their capability and to identify next steps in their learning. Students articulate that teachers regularly praise them for good work and positive behaviour. An explicit whole-school approach to providing students with feedback that informs next steps in learning is yet to be established.

Parents identify that there is multigenerational involvement of families within the school, and voice a strong feeling of commitment to sustained school improvement.

Parents express a desire for increased opportunities for collaborative decision making to resolve any issue of concern. Leaders articulate a desire to partner with parents and the broader community to support improvement strategies across the school.

The school places high priority on building a team of highly capable teachers who actively seek opportunities to share best practice and improve their pedagogy.

The small school environment and collegial relationship of staff members provide opportunity for shared responsibility for student success. Teachers voice appreciation for the willingness of colleagues to share knowledge and expertise.

Staff members explain that they feel valued and respected by colleagues and that leaders listen and respond to their ideas.

Students identify that teachers at the school are 'awesome' and provide them with opportunities to succeed. Parents acknowledge teachers' commitment and praise their high level of professionalism and caring displayed towards students.



2.2 Key improvement strategies

Collaboratively develop and implement roles, responsibilities and accountabilities including timelines and targets aligned to the EIA.

Collaboratively develop a whole-school curriculum plan that addresses all elements of the P-12 CARF.

Collaboratively develop and implement a schedule of observation and feedback by leaders to enhance teachers' effectiveness in agreed pedagogical approaches.

Establish an explicit whole-school approach to student feedback in forms that make clear what actions individuals can take to make further learning progress.

Collectively develop a consultative governance structure to support the principal in furthering the school improvement agenda.