Hercules Road State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Hercules Road State School was opened in 1976. Since that time our school has grown to be one of the largest primary schools on the Redcliffe Peninsula. Hercules Road has a proud history of academic, arts and sporting achievements. Our goal is to develop in all children, a love of learning and positive self-esteem in a safe and nurturing environment. When children feel good about themselves, they have the confidence to take risks in their learning. This, combined with the knowledge that bullying and inappropriate behavior will not only not be tolerated, but actively targeted, establishes the conditions in which each child can fulfill his or her potential.

We acknowledge that parents are a child's first and foremost teachers and that together we can lay the foundation for academic, social and emotional success in order to facilitate life-long learning. Our drama, music, sporting and leadership programs are designed to educate the 'whole' person so that our students are offered a rounded and comprehensive education and are fully equipped to deal with the rigours and opportunities that abound in the real world. We believe that individually and collectively, 'People Make the Difference' and we are committed to the success of each and every student in our school.

Our Day 8 enrolment figure was 919 students including 69 Indigenous students. Our student attendance percentage across all year levels was 93 %. Staff comprised 43 full-time teaching staff and 34 non-teaching staff.

School progress towards its goals in 2015

1. Improvement in literacy and numeracy learning outcomes
   The school has maintained a strong focus on improvement in these areas. We have:
   - implemented targeted tutorial sessions for reading and Maths
   - extended and deepened teachers' professional conversations through the introduction of Professional Learning Communities
   - progressed our school-wide approach to the teaching of reading
   - continued our focus on early years learning and early intervention as appropriate

2. Professional Expertise
   We have:
   - engaged all teachers in Education Queensland's Developing Performance Framework
   - implemented a school-wide teaching pedagogy – The Art and Science of Teaching
   - deepened our interrogation of data to identify areas of need and to monitor gains

3. High Standards
   We have:
   - developed an Explicit Improvement Agenda that serves as a point of reference to guide our teaching and learning processes

Future outlook

The improvement agenda for 2016 is <u>writing and reading</u>. The Regional Improvement Agenda includes <u>numeracy, U2B and attendance</u>. These five areas along with Indigenous Support will be the Priority Learning Areas (PLAs) of Hercules Road State School. The school review conducted in 2015 has determined and will heavily guide the future outlook of the school and is reflected in the narrow and sharp focus on writing and reading in 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	905	441	464	52	94%
2014	894	438	456	59	94%
2015	871	453	418	58	93%

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 2015, 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:

 Hercules Road State School has a wide range of students from various ethnic backgrounds. The major cultural groups are Polynesian, Eurpoean descent and approximately 7% of Aboriginal and Torres Strait Islander people. There are some 5% of our population who have been identified as having a disability.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	27	26	25
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	38	64	46
Long Suspensions - 6 to 20 days	1	0	2
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.

Curriculum delivery

Our approach to curriculum delivery

At Hercules Road State School;
- The Australian Curriculum provides students with an opportunity to achieve standards consistent with all students in Australia.
- Teachers work together in year level teams and within precincts to plan school based teaching programs which align to the Australian Curriculum.
- Teachers use C2C and QCAA resources to meet the individual needs of students within their classes.
- A school data plan and assessment schedule outlines the forms of standardised, formative and summative assessments collected to inform teaching decisions.
- A quality instrumental music program is offered, where students learn brass, woodwind, percussion or stringed instruments.
- A school music program, for all students from years 3-6, teaches students to play a musical instrument.
- Students from Year 3-6 learn French as a LOTE subject.
- Opportunities exist for students to represent the school in Sport and at Inter-School and District level.

How Information and Communication Technologies are used to assist learning

Hercules Road State School has a current ICT Learning Agreement which provides a strong focus for resourcing and infrastructure within the school and helps to increase the amount of curriculum delivered through ICTs.
The ICT program has been enhanced by an upgrade of the library computer lab, the introduction of a mobile iPad lab and the networking of many software programs. This has also increased the amount of ICT integration into class programs and has improved students' access to hardware and software. The inclusion of interactive whiteboards and plasma televisions in classrooms enhances the integration of digital technologies into learning.

Existing infrastructure of one large computer lab and at least two computers in each classroom, as well as network-wide software, allow for ICTs to be a major part of all class programs. The ICT coordinator/Manager Internet Services administrator is supported by an IT technician for network and system maintenance. ICT requests are organised by the IT technician in consultation with the ICT coordinator. The aim is to offer support/respond to requests in the shortest possible turn-around time.
Staff professional development is provided on regular occasions by the ICT coordinator and committee, school staff and Educational Advisors. This is in the form of mentoring programs and professional development sessions. Having skilled and enthusiastic teachers backed up by regularly monitored and maintained systems, means that students' learning is supported and encouraged at all times.

Community engagement has been enhanced by the introduction of the Qschool app, updates to the school website and the implementation of a digital newsletter emailed directly to parents and carers. Hercules Road has also applied for inclusion in the Qparents program to further improve parent/ school communication. Plans for future upgrades to the bandwidth and wifi network will assist in preparing the school for the variety of ways technology will be used in the future.

Extra curricula activities

- Active After School Program – Sporting Schools
- School Student Leadership Program
- Student council representative from each class
- School Musical alternating with yearly School Talent Quest
- Participation in Fanfare and Peninsula Music Festival

- Participation in Creative Generation event
- Participation in local secondary schools' Transition into High School Programs eg. Redcliffe SHS's Step Up
- Year Six camp
- Sport – District team selections
- Learning Celebrations – classroom based events that welcome parents and friends to share in the exciting activities of each child's learning journey
- Gardening Club – (Herc Greenies)
- Junior and Senior Choir – visits to community groups and special events
- School Discos
- Prep Events – Teddy Bears' Picnic – Pyjama Day – Grandparents Day etc
- Easter Hat Parade
- Fancy Dress Ball
- Bush dance
- Student School Photographers and Student Reporters
- Student entries into Redcliffe Show
- ANZAC Day commemoration and community march participation

Social Climate

In the annual School Opinion Survey, parents have consistently ratified that their child is happy to go to our school and that their child feels safe and is treated fairly. To help support and encourage its positive social climate, the school runs:
- School Leadership Program
- Supported Play Program
- Lunchtime Games Room
- Supervised lunchtime gym activities
- Student Council
- Circle Time (classroom activity to promote positive social interaction with peers)
- Behaviour support program

These programs have proved to be very valuable in promoting a supportive, safe social environment.
Use of the HERC Hi-Five sticker (that signifies our school's 5 basic values: honesty, effort, respect, co -operation and safety) has continued. Students earn a sticker through demonstrating positive behaviour. The school has also continued the operation of its mascot, Hercules the koala (staff member dressed in specially made koala suit) who makes regular visits to our school parades. Hercules is a very big hit with students and staff. Our Recognition Program based on our 5 school values: **H**onesty, **E**ffort, **R**espect, **C**o-operation and **S**afety (HERCS) continued in 2013. It is designed to acknowledge the efforts and achievements of our students.
The Hi 5 Hand became firmly embedded as part of the school's Responsible Behaviour Plan. (This is a problem-solving framework intended for student use in various situations including bullying. It addresses low-level problem situations and involves students working through the Hi 5: Ignore, Talk Friendly, Talk Firmly, Walk Away, Report.
The school has a strong anti-bullying program that comprises various facets:
- an annual bullying audit
- an upper school curriculum unit, "Cyber Bullying"
- response from administration to address bullying incidents
- reinforcement across all year levels of the "keep your hands and feet to yourself" mantra
- classroom level behaviour support programs.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	92%	95%
this is a good school (S2035)	100%	95%	95%
their child likes being at this school (S2001)	93%	97%	100%
their child feels safe at this school (S2002)	100%	97%	100%
their child's learning needs are being met at this school (S2003)	93%	89%	91%
their child is making good progress at this school (S2004)	93%	81%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	92%	86%
teachers at this school motivate their child to learn (S2007)	93%	86%	95%
teachers at this school treat students fairly (S2008)	86%	86%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	89%	95%
this school works with them to support their child's learning (S2010)	93%	92%	95%
this school takes parents' opinions seriously (S2011)	100%	84%	86%
student behaviour is well managed at this school (S2012)	86%	95%	100%
this school looks for ways to improve (S2013)	100%	92%	95%
this school is well maintained (S2014)	100%	97%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	98%	98%
they like being at their school (S2036)	98%	98%	98%
they feel safe at their school (S2037)	98%	98%	96%
their teachers motivate them to learn (S2038)	100%	100%	99%
their teachers expect them to do their best (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	97%	96%
teachers treat students fairly at their school (S2041)	92%	94%	92%
they can talk to their teachers about their concerns (S2042)	97%	94%	94%
their school takes students' opinions seriously (S2043)	88%	93%	98%
student behaviour is well managed at their school (S2044)	94%	97%	92%
their school looks for ways to improve (S2045)	97%	99%	99%
their school is well maintained (S2046)	99%	97%	99%
their school gives them opportunities to do interesting things (S2047)	98%	98%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	87%	93%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	98%	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)	96%	100%	100%
their school takes staff opinions seriously (S2076)	89%	98%	100%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	100%	98%	89%
their school gives them opportunities to do interesting things (S2079)	91%	98%	97%

# '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

As in previous years, in 2015 parents were welcomed and involved in many facets of our school. Means of involvement include:
- volunteer program – Reading Support Program (with training to support parent volunteers.)
- parent forums and information sessions
- parent/teacher interviews
- open invitation to attend school parades
- open invitation to attend children's performances e.g. drama, sports, music
- invitation to attend end of unit "Learning Celebrations" – students perform or display the outcomes of the unit they have been undertaking
- the welcoming of classroom volunteers – organised by individual class teachers – can include support for excursions and camps, reading groups and rotational classroom activities
- invitation to become P & C committee members who have input into school management, budgetary decisions, fund-raising decisions
- welcoming of tuckshop volunteers – children enjoy having their parent helping out in the tuckshop
- parent organised fund-raising initiatives e.g. Mothers'/Fathers' Day stalls, School Disco, other fund -raising drives
- information sharing via school newsletter and school class newsletters
- range of community focussed activities to engage parents and develop a sense of family e.g. Prep Teddy Bears' Picnic, Pirate Day, Fancy Dress, celebration, Christmas concerts, Musicals, Choir performances, off campus activities eg. Creative Generation Performance

Reducing the school's environmental footprint

The school has continued to monitor its environmental footprint. At a classroom level teachers are mindful not to use power unnecessarily e.g. turn off fans when the classroom is unoccupied. The table indicates that we have been very successful in reducing our water consumption. While electricity consumption decreased from the previous year.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	231,593	18,106
2013-2014	237,598	5,357
2014-2015	207,055	3,796

*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.

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Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	34	<5
Full-time equivalents	54	21	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	51
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	**61**
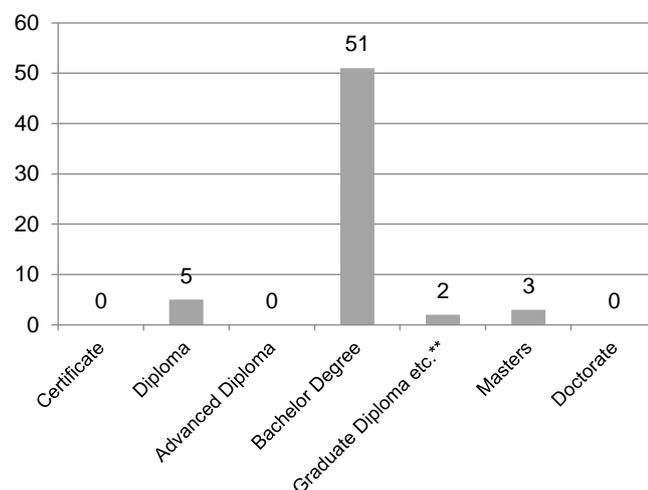
*Teaching staff includes School Leaders

**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 2015 were $ 50639.29.

The major professional development initiatives are as follows:

- The Art and Science of Teaching (ASOT)
- The teaching of reading – guided reading (specifically)
- Age appropriate pedagogies

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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.**

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

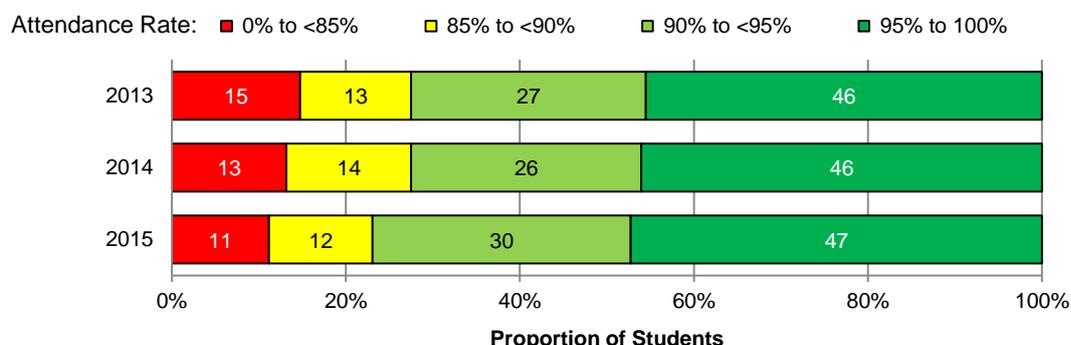## Student attendance rate for each year level (shown as a percentage)

	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
2013	92%	91%	92%	92%	93%	93%	91%	91%					
2014	92%	93%	92%	93%	93%	94%	93%	92%					
2015	92%	93%	94%	93%	92%	93%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	15	13	27	46
2014	13	14	26	46
2015	11	12	30	47

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Roll Marking:

Class rolls are marked twice daily; in the morning and after second break in the afternoon. Teachers mark the roll electronically so absences and late arrival are recorded instantly. A front-counter administrative officer enters late arrivals, issues a late arrival slip and notes receipt of explanation for absence. Students who need to leave the school early are signed out by a parent who is issued with an Early Departure slip that must be presented to the teacher before a student is allowed to leave the classroom. All late arrivals and early departures are recorded on OneSchool.

Managing Student Absences:

Develop a positive school culture. Hercules Road State School provides a safe, supportive and inclusive culture and seeks to establish positive home-school relationships through differentiated classroom programs and interventions, a prep transition program with links to local early childhood providers and special school programs, the employment of a community engagement councillor and by implementation of anti-bullying policies.

Communicate High Expectations for attendance. High Expectations are communicated consistently through teacher-parent communications, newsletter articles, distribution of 'Every Day Counts' fact sheets, and a reward program for high attendance.

Record and follow-up student absence. In the first instance, the classroom teacher sends a slip home, requesting an explanation for an unexplained absence on the child returning to school. Fortnightly, an administration officer, then sends home letters for students where there has been a failure to respond. This is followed, a fortnight later, by a phone-call from an administration officer.

Monitor non-attendance. An attendance officer monitors children falling below 85% attendance, sending letters as appropriate and notifying the Deputy Principals of any major concerns.

Provide intervention and support. Parents of students with concerning patterns of absenteeism, are contacted to attend a meeting to establish an Individual Attendance Plan. At this meeting, the case manager will help to identify barriers to attendance, create goals and realistic plans and provide practical support as appropriate e.g. lunch program, access to GO counselling. Where this process is unsuccessful, parents are referred to the Qld Police Service for prosecution.

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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

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