



# Hercules Road State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Hercules Road State School was opened in 1976. Since then our school has grown to be one of the largest schools in the area, with a proud history of academic 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, thus equipping them with the confidence to take risks in their learning. This combined with the knowledge that bullying and inappropriate behaviour will not only not be tolerated but actively targeted, establishes the conditions in which every child can fulfil their potential. We acknowledge that parents are a child's first teacher, and that together we can lay the foundations for academic, social and emotional success that 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 are committed to the success of each and every student in our school.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

In 2016 steps were taken that showed progress towards the various NAPLAN, Literacy and Numeracy goals. These results are clearly displayed on the My School website: <http://www.myschool.edu.au/>. The 2016 results were much improved from 2012 and 2013 results when similar participation rates were evident. In 2014 and 2015 results were similar to 2016 however in the 2014 and 2015 years participation rates were significantly lower than in 2016 which saw participation at 96% of the year 3 and 5 populations. When compared to similar schools our results were comparable, to the average of these schools results.

These improvements were well deserved for the many and varied contributors who pulled together for the benefit of student learning. Thank you to staff and parents for this combined effort.

#### Future Outlook

In 2017 the aim is to continue this positive trend and enable more students to progress their learnings. A more consistent approach to the education of our children will enable this to happen with hard working staff supported by an active, engaged and supportive P&C.

Our targets will remain and we will continue to work towards achieving these goals with more consistent and planned processes and curriculums.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	894	438	456	59	94%
<b>2015*</b>	871	453	418	58	93%
<b>2016</b>	889	451	438	67	92%

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 2016, 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

### Overview

Hercules Road State School has a wide range of students from various ethnic backgrounds. The major cultural groups are Polynesians, European descent and approximately 7% of Aboriginal and Torres Strait Islander people. There are some 5.8% of our populations who have been identified as having a disability.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	24
Year 4 – Year 7	26	26	26
Year 8 – 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.

## 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 and adapt a range of resource including those from C2C and QCAA to meet the individual needs of students within their classes. Teachers use differentiation planners to record adjustments made for individual students.
- Teachers use relevant aspects of ASoT, Explicit Teaching and Walker Learning to influence choice learning experiences and how they are delivered.
- A school data plan and assessment schedule outlines the forms of standardised, formative and summative assessments collected to inform teaching decisions.
- Formative and summative data are used to identify and monitor students who need support or extension provided by year level Intervention Teachers.
- A range of incursion and excursions are integrated into units plans across the school to enhance the learning experiences for students
- 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 range of musical instrument.
- Students from Year 3-6 learn French as a LOTE subject
- PE is taught P-6 by a specialist teacher the lessons are selected to meet the developmental needs of the students.
- Opportunities exist for students to represent the school in Sport and at Inter-School and District level.
- Digital skills and health are taught by a ICT specialist teacher P-6

### Co-curricular Activities

- Sporting Schools – after school activities
- School Student Leadership Program
- UNSW - Maths and English competitions
- Student council representative from each class
- School Musical alternating with yearly School Talent Quest
- Participation in Fanfare and Peninsula Music Festival
- 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

## How Information and Communication Technologies are used to Assist Learning

In 2016 @120000 plus were expended to upgrade the backbone of the schools internet capabilities. This was co-funded with DET. This brought wireless connectivity to every classroom in the school. The devices we had at the school were then able to connect on a more reliable and technological current platform. The labs computers were al upgraded to benefit from these other hardware upgrades. In 2017 we will continue with these projects and also further develop staff capabilities.

## Social Climate

### Overview

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: Honesty, Effort, Respect, Co-operation and Safety (HERCS) continued in 2016. 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	95%	96%
this is a good school (S2035)	95%	95%	95%
their child likes being at this school* (S2001)	97%	100%	97%
their child feels safe at this school* (S2002)	97%	100%	95%
their child's learning needs are being met at this school* (S2003)	89%	91%	91%
their child is making good progress at this school* (S2004)	81%	95%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	86%	95%
teachers at this school motivate their child to learn* (S2007)	86%	95%	95%
teachers at this school treat students fairly* (S2008)	86%	95%	91%
they can talk to their child's teachers about their concerns* (S2009)	89%	95%	97%
this school works with them to support their child's learning* (S2010)	92%	95%	95%
this school takes parents' opinions seriously* (S2011)	84%	86%	89%
student behaviour is well managed at this school* (S2012)	95%	100%	91%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	92%	95%	94%
this school is well maintained* (S2014)	97%	100%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	98%	98%	94%
they feel safe at their school* (S2037)	98%	96%	96%
their teachers motivate them to learn* (S2038)	100%	99%	95%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	93%
teachers treat students fairly at their school* (S2041)	94%	92%	95%
they can talk to their teachers about their concerns* (S2042)	94%	94%	87%
their school takes students' opinions seriously* (S2043)	93%	98%	90%
student behaviour is well managed at their school* (S2044)	97%	92%	89%
their school looks for ways to improve* (S2045)	99%	99%	94%
their school is well maintained* (S2046)	97%	99%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	93%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	93%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	93%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	82%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	100%	89%
staff are well supported at their school (S2075)	100%	100%	84%
their school takes staff opinions seriously (S2076)	98%	100%	89%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	98%	89%	96%
their school gives them opportunities to do interesting things (S2079)	98%	97%	89%

\* 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

Hercules Road State School acknowledges and values the role that parents, care givers and the broader community play in the education of our students. As such, we welcome and encourage parents and other community members to become a part of school life by volunteering to support school activities, including student learning experiences. These opportunities include:

- volunteer program – reading support (training supplied) and general classroom assistance
- parent forums and information sessions e.g. Play Based Pedagogies, Parent Forum for Early Learning
- parent/teacher interviews
- open invitation to attend school parades including end of term Celebration Parade (leaf awards)
- open invitation to attend children's performances e.g. drama, sports, music
- invitation to attend end of "Learning Celebrations" – students perform or display the outcomes of classroom units of work
- invitation to become a team member for an active and committed P & C committee who have input into school management, budgetary decisions and fund-raising to support school initiatives
- welcoming tuckshop volunteers – children enjoy having their parent helping out in the tuckshop
- regular communication through the school newsletter and school class newsletters
- specific communication of important or urgent information through the HRSS 'news flash'
- range of community focussed activities to engage parents and develop a sense of family e.g. Prep Teddy Bears' Picnic, Pirate Day, Fancy Dress, Christmas concerts, Musicals, Choir performances, Bike Education off campus excursions e.g. St Helena Island, Caboolture Historical Village and Australia Zoo.
- active community partnerships with local childcare centres to support early learning (Speech Pathologist support and intervention)
- community partnerships to promote early learning with pre-prep children e.g. Koala Joey's
- supporting the local community and beyond by assisting with material resources e.g. Early Act Club: food hampers, blankets (RSPCA), Community Christmas Tree, Daily Bread donation.
- Reading before school program
- Partnership with Redcliffe Branch of the RSL for commemorative ceremonies e.g. Anzac Day Parade and Anzac Day March

A case management approach is used to support students with additional learning needs in learning support, gifted education, students with disabilities, students with English as a second language or indigenous students. A range of personnel with expertise in targeted areas worked collaboratively with parents, staff and students to tailor educational programs to meet the individual student's needs.

## Respectful relationships programs

At Hercules Road State School we follow the 'Herc's Values' represented through the 'Herc's Hand' symbol. Each digit on the hand represent a specific value including: Honesty, Effort, Respect, Co-operation and Safety. These values are reflected in our high expectations of student behavior /code of conduct. Students who consistently show these values in the classroom or playground are awarded a certificate to show they have been acknowledged, and are rewarded. In addition to this, five students each fortnight, (one from each category) are drawn at random, by our school mascot 'Hercules' the koala, on parade and these students also receive a tuck-shop voucher and their names are published in the school newsletter.

Part of our process to promote personal safety and awareness is to use the 'High Five Hand'. Each digit represents one of five strategies to follow when faced with challenging or unsafe situations when dealing with others. These are: Ignore, Talk Friendly, Talk Firmly, Walk Away and Report. These strategies can be followed in order or drawn from to respond to specific situations.

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

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	64	46	71
Long Suspensions – 6 to 20 days	0	2	2
Exclusions	0	0	3
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.

## Environmental Footprint

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. This strategy has proven effective as our electricity consumption continues to drop each year. In regards to water consumption we have replaced aging taps and cisterns with new water saving models.

In 2016 we continued to monitor our usage across the board in the utilities area. In 2017 we will plan on how to further reduce our environmental footprint over time.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	237,598	5,357
2014-2015	207,055	3,796
2015-2016	136,572	

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.

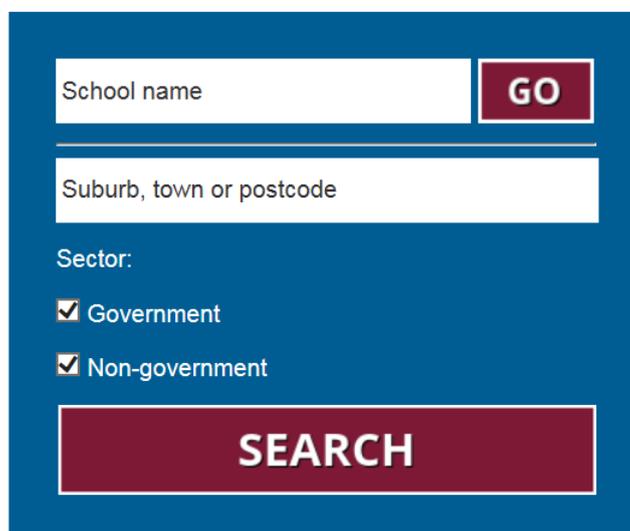
## School Funding

### 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 <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



Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	64	36	<5
Full-time Equivalents	51.59	9.72	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	6
Graduate Diploma etc.**	4
Bachelor degree	42
Diploma	8
Certificate	2

\*Teaching staff includes School Leaders

\*\*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 2016 were \$64.638

The major professional development initiatives are as follows:

- Coaching
- Reading and Writing
- Age Appropriate Pedagogy

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 87% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	85%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

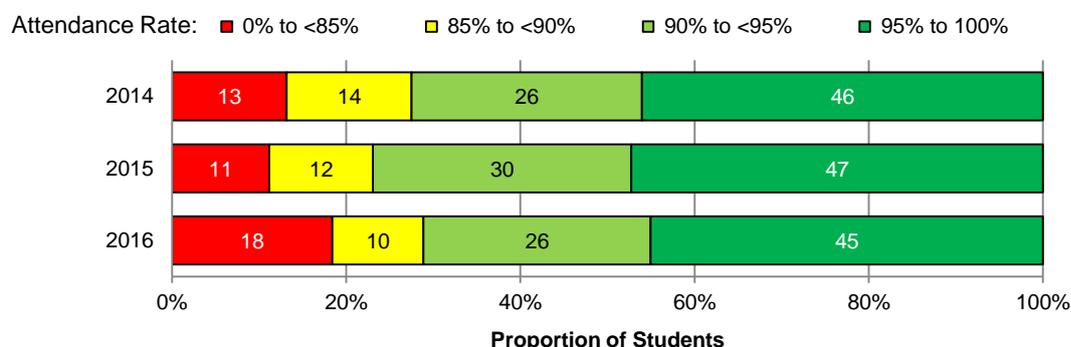
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	92%	93%	93%	94%	93%	92%					
2015	92%	93%	94%	93%	92%	93%	94%						
2016	91%	90%	90%	92%	91%	92%	92%						

\*Attendance rates effectively count 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:



#### Description of how non-attendance is managed by the school

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

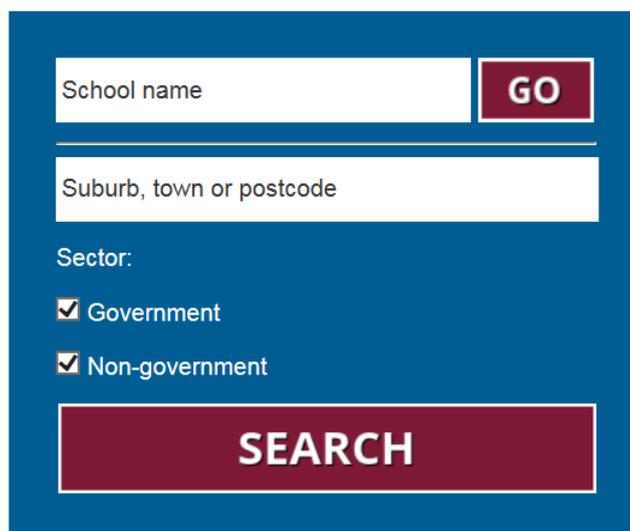
Roll marking occurs at 8:30am and 1:45pm each day. SMS alerts are sent to parents of absent students each morning. Alerts to Admin are written by teachers after a student has been absent for 3 days or show a pattern of non-attendance or late arrivals.

## NAPLAN

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

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'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.

## Conclusion

2016 saw significant changes for our school community. This has led to improved results in many areas. The aim in 2017 is to maintain the momentum and continue to progress in all areas of the school, especially student learning outcomes.