



Hercules Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

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.

School Progress towards its goals in 2018

In 2018 our improvement agenda focusses on Reading and Writing. The results we achieved again showed progression toward successful achievement of these broad goals as measured by NAPLAN and school based measures. This was the third consecutive year that NAPLAN results had improved with almost full participation by the year 3 and 5 cohorts and improvement in the Mean Scale Scores. These results are clearly displayed on the My School website: <http://www.myschool.edu.au/>. The area still requiring significant improvement are the populations of our students in the upper 2 band areas.

Future Outlook

In 2019 we continue to refine our improvement agenda to reading specifically the development of student vocabulary and in the writing space to the improvement in writing fitness. The explicit teaching of skills has been one of the significant factors of the improvement as has been the more consistent implementation of school programs and policies. These two actions will continue to be developed and promoted.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	889	901	903
Girls	451	459	455
Boys	438	442	448
Indigenous	67	72	79
Enrolment continuity (Feb. – Nov.)	92%	95%	94%

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

The Hercules Road State School (HRSS) community is characterised by its diversity, socially, social-economically and culturally. The number of children with a disability who attend HRSS has continued to increase in the last three years. Approximately one quarter to one third of our population would arrive and depart our school within a three-year period. Children with English as a second language is a small population within our enrolment.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	24
Year 4 – Year 6	26	25	25
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

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 incursions and excursions are integrated into unit 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 P-6 incorporates years 3-6 taught to play a range of musical instruments.
- 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 at Inter-School, and District and Regional level.
- Digital skills and health are taught by a ICT specialist teacher P-6
- STEM teacher working with teachers embedding ICT in science, maths

Co-curricular activities

- School Student Leadership Program
- UNSW - Maths and English competitions
- Student council representative from each class in year 3 to 6
- School Musical / School Talent Quest alternates yearly
- Participation in Fanfare and Peninsula Music Festival
- Participation in local secondary schools' Transition into High School Programs e.g. 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
- End of year family celebration night concert
- Student School Photographers and Student Reporters
- School display and student entries into Redcliffe Show
- ANZAC Day commemoration and community march participation
- Celebration Parades at the end of each Term
- Robotics – Yr. 5 program

How information and communication technologies are used to assist learning

Following on from the wireless connectivity throughout HRSS in 2016/17, significant funds have been spent on providing hardware to support ICT in our school. Laptop trollies and iPads for class use along with the acquisition of 14 interactive panels has increased the technologies staff are accessing to enhance student learning.

NAPLAN online trial in 2018, 2019 will be the first year HRSS will participate.

Staff capabilities will continue to be developed through PD opportunities and collegial practices.

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 – year 5 and 6
- Supported Play Program
- Lunchtime Games Room
- Supervised lunchtime activities such as Art Club, choir, recorder band
- Student Council – representatives from year 3 – 6
- Circle Time (classroom activity to promote positive social interaction with peers)
- Behaviour support program
- Chappy Breakfast
- Early Act Club

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 2018. 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 promotes a strong anti-bullying message through

- 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.
- LEAF AWARDS to support behaviour learning and attendance

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)	96%	95%	97%
• this is a good school (S2035)	95%	96%	97%
• their child likes being at this school* (S2001)	97%	91%	96%
• their child feels safe at this school* (S2002)	95%	95%	96%
• their child's learning needs are being met at this school* (S2003)	91%	93%	93%
• their child is making good progress at this school* (S2004)	93%	91%	94%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	94%
• teachers at this school motivate their child to learn* (S2007)	95%	91%	97%
• teachers at this school treat students fairly* (S2008)	91%	91%	95%
• they can talk to their child's teachers about their concerns* (S2009)	97%	98%	96%
• this school works with them to support their child's learning* (S2010)	95%	91%	91%
• this school takes parents' opinions seriously* (S2011)	89%	87%	88%
• student behaviour is well managed at this school* (S2012)	91%	87%	89%
• this school looks for ways to improve* (S2013)	94%	96%	95%
• this school is well maintained* (S2014)	98%	98%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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)	97%	96%	96%
• they like being at their school* (S2036)	94%	100%	98%
• they feel safe at their school* (S2037)	96%	98%	98%
• their teachers motivate them to learn* (S2038)	95%	98%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	98%	98%
• teachers treat students fairly at their school* (S2041)	95%	94%	90%
• they can talk to their teachers about their concerns* (S2042)	87%	90%	91%
• their school takes students' opinions seriously* (S2043)	90%	94%	93%
• student behaviour is well managed at their school* (S2044)	89%	94%	88%
• their school looks for ways to improve* (S2045)	94%	100%	98%
• their school is well maintained* (S2046)	96%	94%	95%
• their school gives them opportunities to do interesting things* (S2047)	93%	88%	96%

* 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)	93%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	94%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	82%	88%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	95%	98%	93%
• student behaviour is well managed at their school (S2074)	89%	96%	79%
• staff are well supported at their school (S2075)	84%	95%	92%
• their school takes staff opinions seriously (S2076)	89%	92%	91%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	96%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	89%	90%	93%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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. Age appropriate Pedagogies, Parent Forum for Early Learning
- parent/teacher interviews
- open invitation to attend school parade, fortnightly, and end of term Celebration Parade
- 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 fortnightly 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 Environmental Centres.
- active community partnerships with local childcare centres to support early learning (Speech Pathologist support and intervention)
- 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 education 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 behaviour /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

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	71	57	79
Long suspensions – 11 to 20 days	2	1	3
Exclusions	3	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

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 2017 we continued to monitor our usage across the board in the utilities area. In 2018 we will plan on how to further reduce our environmental footprint over time.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	136,572	375,285	126,293
Water (kL)		16,924	18,193

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.

Find a school
Search website

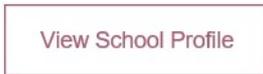
Go

School sector ▼

School type ▼

State ▼

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	65	39	6
Full-time equivalents	60	25	<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	1
Masters	6
Graduate Diploma etc.*	4
Bachelor degree	48
Diploma	6
Certificate	0

*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 \$ 49 715

The major professional development initiatives are as follows:

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 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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	91%	92%	92%
Attendance rate for Indigenous** students at this school	85%	87%	86%

* 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

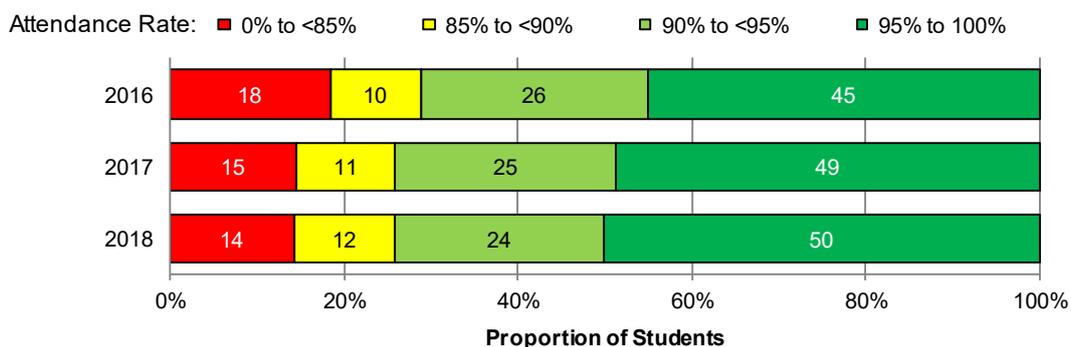
Year level	2016	2017	2018
Prep	91%	93%	93%
Year 1	90%	92%	92%
Year 2	90%	92%	92%
Year 3	92%	92%	91%
Year 4	91%	94%	92%
Year 5	92%	91%	93%
Year 6	92%	91%	90%

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.

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. This is followed up by Deputy Principal making contact with caregiver.

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.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.

