

# Hilliard State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Hilliard State School** from **16 to 18 February 2021**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Sandra Perrett	Internal reviewer
David Curran	External reviewer



## 1.2 School context

<b>Location:</b>	Corner Alexandra Circuit and Hanover Drive, Alexandra Hills	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	600	
<b>Indigenous enrolment percentage:</b>	6.1 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	6.5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	15.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1018	
<b>Year principal appointed:</b>	June 2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Department – Curriculum (HOD-C), Support Teacher Literacy and Numeracy (STLaN), guidance officer, Speech Language Pathologist (SLP), Business Manager (BM), four administration officers, 13 teacher aides, school chaplain, Indigenous Education Worker, Information and Communication Technology (ICT) support officer, facilities officer, four cleaners, 76 students and 47 parents.

Community and business groups:

- Jabiru Kids Outside School Hours Care (OSHC) coordinator and Parents and Citizens' Association (P&C) vice president, treasurer and tuckshop convenor.

Partner schools and other educational providers:

- Alexandra Hills State High School principal and Goodstart Early Learning Alexandra Hills coordinator.

Government and departmental representatives:

- Local councillor Division 7 Redland City Council and ARD.

### 1.4 Supporting documentary evidence

Draft Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Draft Investing for Success 2021	Strategic Plan 2017-2020
Ways of Working document	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
2021 Assessment Schedule	School newsletters and website
School Opinion Survey	Student Code of Conduct
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework
Balanced Reading Program	



## 2. Executive summary

### 2.1 Key findings

#### **Staff members and parents proudly relate anecdotes of their long affiliation with the school.**

Intergenerational families, including staff members with their own children attending the school, express high levels of pride in being part of the school community. Relationships between staff members, students and parents are positive, caring and respectful. Parents articulate staff members are approachable and are supportive of their child's learning and wellbeing needs. All staff are committed to ensuring that the school's motto of '*Learn, lead and succeed in a caring community*' is realised for all students.

#### **Teachers speak positively of the strong collegial network and trust that exists across the school amongst colleagues.**

Teaching staff express the belief that building this strong, authentic culture of trust and collegiality across the school is paramount to continuous school improvement. Levels of ongoing communication between teachers in relation to planning, pedagogy and improving student learning outcomes are apparent. A diverse range of expertise and experiences exists amongst staff who share a collective commitment to school improvement and positive outcomes for students.

#### **The tone of the school reflects a commitment to successful learning and the value of every child.**

Staff members express a strong desire for the long-term success of the school. A number of staff members indicate a perceived need for the development of a more formalised and open approach to support the wellbeing of all staff members. Staff members express a desire for greater consistency in decision making and to work in an environment whereby time and resources are allocated to promote a strong culture of sharing and collaboration, and the contribution of all staff members is fully valued. School leaders have enlisted the support of regional personnel to progress the development of a wellbeing strategy.

#### **Staff members are dedicated to improving learning outcomes for students and articulate a genuine belief that all students are able to learn and be successful.**

An interim Annual Implementation Plan (AIP) is established and identifies the school's Explicit Improvement Agenda (EIA) as the Australian Curriculum (AC) English – reading and writing. Class teachers express a desire to implement the AC effectively in their class. An emerging piece of work is the school's engagement with and understanding of Positive Behaviour for Learning (PBL). Many staff members express a commitment to PBL, and its potential to greatly enhance the culture of the school. A number of staff members express a desire for increased levels of clarity from school leaders regarding how the EIA will be progressed, supported and monitored across the school.

**School leaders articulate a commitment to high expectations and PBL.**

School leaders articulate that promoting high expectations for all students to learn successfully is vital to a positive school culture. School leaders recognise the need to build a collective knowledge and understanding of PBL for all staff members. Staff members identify a whole-school approach to improving behaviour across the school as a priority. A number of staff members express a level of optimism towards PBL and wish to know more about how it will be implemented, supported and resourced across the school.

**The school has a coherent, sequenced plan for curriculum delivery that provides teachers with information regarding the teaching and learning expectations across the school.**

Teachers and school leaders articulate the importance of continuing to build their capability in regards to delivering the AC. Unit plans from the Curriculum into the Classroom (C2C) resources are adopted or adapted, providing teachers with information regarding the unit to be taught. Some teachers articulate that they would like more opportunities to work collaboratively with curriculum leaders and their peers to engage in planning, both at the start of the units and throughout the unit, based on student learning data.

**Members of the leadership team articulate the importance of addressing the learning needs of all students.**

The Head of Special Education Services (HOSES) is driving this agenda and works with the inclusive education team to support students across the school. The school has engaged proactively in the inclusion journey. Teaching staff identify the importance of providing quality teaching and learning experiences for all students. Teachers express appreciation of the support provided by members of the inclusive education team in assisting them to adjust the teaching and learning for students, particularly students with disability.

**The principal and other school leaders are committed to whole-school improvement.**

School leaders are unpacking the work of 'Clarity' by Dr Lyn Sharratt<sup>1</sup>. The school is to be part of the region's upcoming Leading Learning Collaborative (LLC) program of whole-school improvement. A team of school leaders and class teachers will engage in Professional Development (PD) provided by the region to unpack the 14 parameters of school improvement and will share learnings and practices with colleagues at school. This is an emerging piece of work linked to evidence-based strategies to support the school's improvement journey.

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<sup>1</sup> Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading*. Corwin.



## 2.2 Key improvement strategies

Collaboratively develop and implement a wellbeing strategy, building an authentic culture of mutual trust and respect with improved clarity, communication and consultation to achieve high levels of staff morale.

Unify whole-staff commitment to a refined EIA, focused on the AC English and PBL, to maximise achievement and wellbeing outcomes for all students.

Provide clarity and capability development for all staff members in their roles and responsibilities throughout the staged implementation of PBL, ensuring there is consistency of expectations for student behaviour.

Facilitate regular opportunities to further develop teacher capability in planning, teaching and assessing the AC, including the use of effective moderation processes.