

Hilliard State School (1986)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report provides parents and members of the school community with information about the school's activities and performance during the 2012 school year. It highlights strengths and identifies areas for development and improvement.

The School Annual Report is a public document required for the school's and Education Queensland accountability and improvement progress. It provides valuable information for Education Queensland and members of the school community on the achievement of the school in relation to declared systematic priorities as outlined in the 2012 School Implementation Plan.

The School Annual Report fulfils three functions :

It provides the school community, through the Parents and Citizens Association, with information on the schools progress towards achieving the goals and priorities outlined in the School's Implementation Plan.

It provides the Assistant Regional Director with information to guide discussions about both the school's progress towards achieving organisational goals and the priorities of the school.

It provides a base on which the school develops its next Annual Implementation Plan.

Our School

Hilliard State School enables students to reach their potential in a range of areas. Our commitment to the development of the whole child includes academic, sporting, cultural, social and emotional domains. Our school motto **Acceptance in a Caring Community** and our school vision **Together We Learn, Lead and Succeed** is embedded in all of our actions and reflected in the relationships between teachers, students and the school community.

At Hilliard State School, a common approach to developing effective citizens for the future is linked to our school's values of Being Safe, Being Respectful, Being a Learner. By developing an understanding of these values, students are provided with a tool to reflect on their own behaviours, take responsibility for their own actions and evaluate their future choices.

Mr Andrew Walker

Principal

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School progress towards its goals in 2012

Hilliard made good progress in 2012 in terms of the literacy and numeracy outcomes of students. The introduction of Australian Curriculum for English, Mathematics and Science has provided the opportunity to drive learning through the strengths of higher order learning skills.

The school continued to achieve strongly and made sound improvement in terms of the National Assessment Program – Literacy and Numeracy (NAPLAN) results. In reading, more than 88% of students in Years 3, 5 and 7 achieved at or above the national minimum standard. One quarter of our students scored in the upper two bands for reading in 2012 with our Year 3 students performing exceptionally well with in all areas of literacy with close to half performing in the upper two bands.

Guided reading and literacy blocks were implemented to improve reading outcomes, in particular, reading comprehension. In numeracy also, more than 88% of students scored at or above the national minimum standard.

The recommendations of the Teaching and Learning Audit continued to be implemented.

Closing the Gap initiatives continued to be implemented.

All staff undertook professional development in Literacy, Numeracy, Science, Australian Curriculum, Higher Order Thinking, Assessment and ICT.

Continued implementation of the Developing Performance Framework built the collective capacity of staff.

Our school was involved in the Flying Start initiative, with Hilliard being a pilot school with Alexandra Hills High School in 2013 for the Year 7 transition to High School.

The school's proud tradition of achievement in music and dance has also been maintained.

Future outlook

Continue to focus on an explicit improvement agenda to improve student outcomes:

1. Mathematics – effective instruction based on student performance data
2. Feedback – quality and timely feedback to students and staff
3. Implement Australian Curriculum – including History
4. Enhance student engagement – focus on an orderly and supportive environment via review of HSS RBPS.
5. Continue to embed strong digital and non-digital pedagogical practice across the school through digital and non-digital mediums.
6. Professional Development for staff focusing on personalised performance plans.
7. Enhancement of school facilities.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	759	376	383	95%
2011	687	356	331	94%
2012	702	358	344	95%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Hilliard State School is a state primary school located in the Bayside district, thirty minutes from the Brisbane CBD. The school was established in 1991. The student clientele is characterised largely by middle class families. This is reflected in our ICSEA value in 2012 of 1004 which indicates that Hilliard State School is in the 52nd percentile.

The gender breakdown of students is almost equal with 358 girls and 344 boys enrolled at the school. School enrolment continuity data from 2011 to 2012 indicate that within all year levels the percentage of students continuing at our school is either at or above State and like-schools comparisons. Attendance rates are at or above state percentages for all year levels. The percentage of students new to the school for the total cohort is below the State average. The percentage of students leaving the school is also below the State average.

The school also has a multi-coded Special Education Program to support students with intellectual and physical impairments or A.S.D.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	23
Year 4 – Year 10	26	24	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	41	11	15
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In addition to the eight key learning activities, Hilliard offers additional activities that align with our commitment to the development of the whole child. These include:

Health and fitness activities

A school leadership program embedded in our curriculum and formalised in Year 5 with a Year 5 Mentor program offered to all students and a school leaders program offered to all students in Year 6 and 7.

“You Can Do It” Social/Emotional program

Student Council

ICT Club

Sustainability group

Drama Club

Extra curricula activities

During 2012, students were able to take part in a wide range of extra-curricular activities. The major events and activities available to our students during the period included :

Music:

Instrumental and Choral programs

A school musical, ‘Spring Fever’ which involves three performances and is held every second year during Term 4

Eisteddfods

Dance:

Recreational aerobics and recreational hip-hop is offered to all students in Years 2 to 7.

Hilliard students place high in both state and national titles.

Sport :

Interschool sport competition including soccer, cricket, softball, netball, rugby for Years 4 to 7

Rugby League district team

Athletics, Cross Country and Swimming Carnivals

Community

Year 5 camp

School discos and talent quests

Academic

Participation in ICAS competitions

How Information and Communication Technologies are used to assist learning

At Hilliard State School, we support our staff in delivering quality educational programs for our students by utilising ICT and eLearning environments.

Building from our substantial investment in hardware and software in 2011, we have continued to build our ICT resources boasting interactive whiteboards in every classroom space, a computer lab, a multi-functional Learning Centre with a bank of laptops for flexible learning, IPEVO digital visualisers in every classroom space, digital cameras and iPads in every classroom. Every classroom has up to date computers and access to the computer lab and other available ICT.

Our school at a glance

Social climate

Hilliard State School has an 'open door' approach and strives to work with families to achieve the best possible outcomes for Students. Hilliard has a strong reputation within our community of being the preferred choice of primary school education by both parents and students alike. To this end, we have a number of programs and processes to foster a sense of ownership and belonging which align with our school motto *Acceptance in a Caring Community*. These include:

School Council

Student Council

Student Leadership Program

Chaplaincy Program

Special Needs Program

Responsible Behaviour Plan

Hilliard State School is characterised by a positive and supportive social climate. The school excels academically and in areas such as the performing arts and sport. A chaplaincy program has been running successfully at the school for ten years and this program has become integral in supporting many aspects of the schools operations.

Hilliard also offers a number of support programs. We have an experienced Guidance Officer who works at the school and is an integral member of our Special Needs Committee. The Hilliard school community is also known for its care and generosity towards others, raising much needed money to support those communities in need.

Parent, student and staff satisfaction with the school

Parent satisfaction shows that they generally feel that Hilliard is a good school providing a good education to their child/ren. They feel that the teachers are approachable and that they have high expectations for student learning outcomes.

The low satisfaction for student behaviour is being addressed in the review of the school's responsible behaviour plan for students.

Student satisfaction shows that they generally feel they are getting a good education and that teachers are approachable and set them high but realistic expectations in a safe learning environment.

The low satisfaction for access to professional development is being addressed with a review of the developing performance framework for staff. The low satisfaction for staff morale is being addressed through staff morale building activities .

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	88.9%
this is a good school	88.9%
their child likes being at this school*	91.7%
their child feels safe at this school*	88.9%
their child's learning needs are being met at this school*	80.6%
their child is making good progress at this school*	79.4%
teachers at this school expect their child to do his or her best*	97.1%
teachers at this school provide their child with useful feedback about his or her school work*	88.9%
teachers at this school motivate their child to learn*	83.3%
teachers at this school treat students fairly*	81.8%
they can talk to their child's teachers about their concerns*	100.0%

Our school at a glance

this school works with them to support their child's learning*	82.9%
this school takes parents' opinions seriously*	80.6%
student behaviour is well managed at this school*	61.1%
this school looks for ways to improve*	90.6%
this school is well maintained*	86.1%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	92.4%
they like being at their school*	94.2%
they feel safe at their school*	90.3%
their teachers motivate them to learn*	95.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	87.0%
teachers treat students fairly at their school*	86.4%
they can talk to their teachers about their concerns*	90.3%
their school takes students' opinions seriously*	79.6%
student behaviour is well managed at their school*	64.4%
their school looks for ways to improve*	95.1%
their school is well maintained*	91.4%
their school gives them opportunities to do interesting things*	90.1%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	57.6%
with the individual staff morale items	54.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Hilliard State School, parents are encouraged to actively participate in and support their child's education. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent/teacher nights and through information posted on the school website, school Facebook page, LED sign and in the school and class newsletters.

Opportunities for parents to have input into the running of the school include:

Parents and Citizens Association Membership

Safety House Committee

Uniform Shop Committee

Tuckshop Committee and volunteers

Chaplaincy Support Group

Parent Information sessions

Submission of parent/student surveys

School assembly attendance

School Community Craft Group

Fundraising Committee (Spring Fair, Mother's and Father's Day stalls)

Attendance and support of school functions and events (Spring Fever, Sports Days, Open afternoons)

Arts Committee Voluntary Support programs (Support a reader, Support a Talker, Ready-Reader)

Classroom parent volunteers (Home reader exchange, learning group rotations, excursion support)

Support Team coaching (Football- Rugby, Netball, Softball, basketball and tennis)

Aerobics Support Group

Our partnership with parents and caregivers ensures that students at Hilliard State School have a highly rewarding educational experience and reach their full potential.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

With growing school infrastructure, including new buildings, ICT resources and air conditioning in some areas of the school, systems to support resource management are imperative. There are procedures for managing classroom electricity and air conditioning use. Many water tanks have been installed in the school grounds. Hilliard State School is continuing to look at ways to reduce the school's environmental impact. The school developed a School Environment Management Plan in 2011, aimed at reducing the school's environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	114,105	987
2010-2011	178,070	972
2011-2012	74,159	1,351

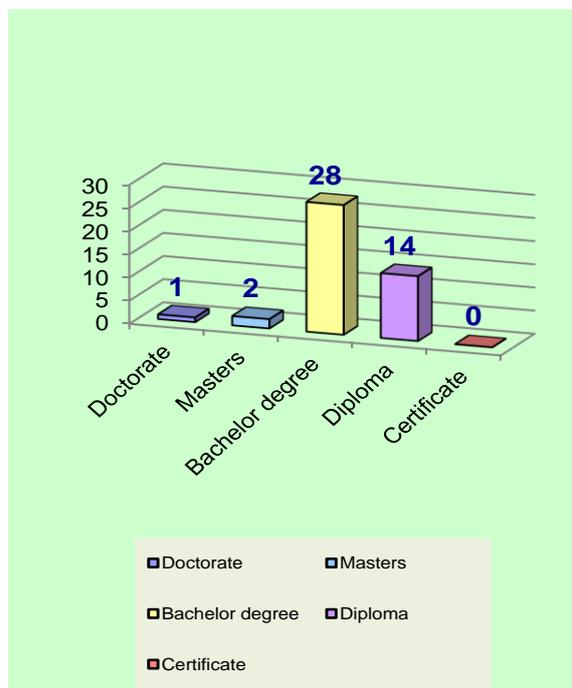
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	25	<5
Full-time equivalents	43.1	16.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Bachelor degree	28
Diploma	14
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$19 076.20. The major professional development initiatives were as follows:

- Guided reading
- Implementation of Australian Curriculum
- Differentiated Learning
- Assessment and Reporting
- Developing Performance Framework
- Symphony of Learning
- ICT and digital pedagogy

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.7%	95.1%	94.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.7% of staff was retained by the school for the entire 2012 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

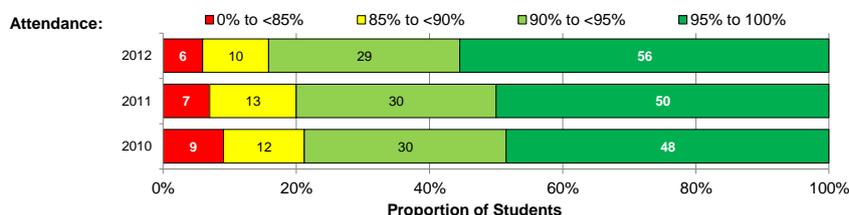
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	94%	93%	94%	94%	93%	94%					
2011	93%	94%	94%	94%	95%	93%	92%					
2012	94%	95%	94%	95%	93%	95%	93%					

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 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.

Hilliard State School records each child's attendance twice daily through a roll marking procedure. Class rolls are collected weekly by the school's administration team and attendance data entered onto One School. Parents and caregivers are required to provide written explanations to the class teacher or advise the school office on the day of the absence if their child is absent from school at anytime. In the case of a reasonable explanation for child absences within a reasonable time period not being given, teachers inform the administration staff. The administration staff then contact the parents or caregivers. All contact is recorded in One School for accountability.

The Principal issues official warning letters to parents and caregivers if a satisfactory explanation is not received.

Children arriving late to school must report to the school office for a late slip.

In 2013, electronic roll marking will be introduced through OneSchool.

Performance of our students

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

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

At Hilliard State School, Indigenous students performed very well. Thirty-two students identified as Torres Strait Islanders and/or Aboriginal. Attendance of Indigenous students was the same as Non-Indigenous students.

In 2012, our indigenous students outperformed our non-indigenous students in Year 5 for Reading and Writing and closed the gap significantly in Numeracy by 86 points. This is in comparison to Queensland State Schools with point gaps of over 60 for Reading and Numeracy.

In 2012 in Year 3, the gap size was 10 points for Numeracy, 19 points for Writing and 45 points for Reading in comparison to Queensland State Schools with point gaps of 62, 59 and 70 respectively.

In 2012 in Year 7, the gap was closed significantly by 28 points for Reading, 64 points for Writing and 18 points for Numeracy in comparison to Queensland State Schools with the gaps remaining close to the same.

Our Special Needs Action Committee will continue the identification, individual program development and resource provision of students who meet Closing the Gap criteria for specialised support.