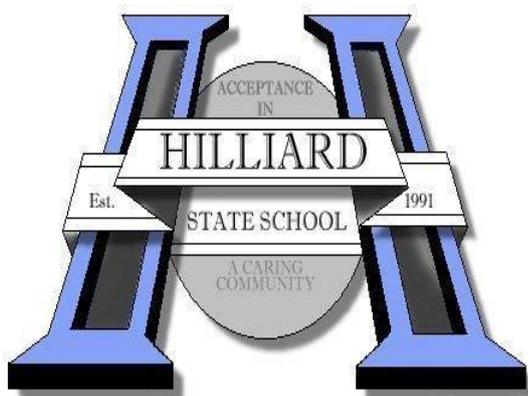


Hilliard State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The School Annual Report is a public document required for the school's and the Department of Education, Training and Employment's (DETE) accountability and improvement progress. It provides valuable information for DETE and members of the school community on the achievement of the school in relation to declared systematic priorities as outlined in the 2013 School Implementation Plan and our 2013 – 2016 School 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

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

Hilliard State School had four priority areas of development in 2013: (a) Use quality feedback to students as a key tool; (b) Effective numeracy teaching based on student performance data and agreed 'Criteria for an Effective Mathematics Classroom' document; (c) Enhance student engagement (with a focus on an orderly and supportive environment via review of Hilliard State School Responsible Behaviour Plan For Students) and (d) Effectively implement Australian Curriculum including History curriculum.

During the course of 2013, our teachers regularly provided quality feedback to students on their learning progress. This feedback was given mainly through written and verbal means at timely intervals.

Our Numeracy Coach developed the HSS 2013 Numeracy Action Plan. Essential elements of this plan was professional development for all teachers on the HSS Balanced Mathematics Lesson and the Numeracy Coach and the school Management and Leadership Team (MALT) visiting classes during maths lessons and providing teachers with feedback based on the 'Criteria for an Effective Mathematics Classroom'. The Numeracy Coach, in conjunction with the STLAN, HOC and Principal, conducted a review of Pat Maths and I Can Do Maths data. The review data was presented to staff and a clear focus on Place Value and Problem Solving for all year levels initiated.

In 2013, we reviewed the school's Responsible Behaviour Plan for Students. Extensive consultation with all stakeholders was a component of the review and a new HSS Responsible Behaviour Plan for Students was developed. Features of the new plan include the operation of a Thinking Room and also the You Can Do It End of Term Prize.

History was successfully taught and assessed by teaching staff.

The school continued to achieve strongly and made sound improvement in terms of the National Assessment Program – Literacy and Numeracy (NAPLAN) results. Improvements have been noted in **Year 3** writing (best mean scale score since 2008); grammar and punctuation (best mean scale score since 2008); numeracy (best mean scale score since 2008); **Year 5** reading (best mean scale score since 2008 with a 37 point increase since 2012); writing (improvement from 2012); spelling (best mean scale score since 2008); grammar and punctuation (equal best mean scale score since 2008) and numeracy (best mean scale score since 2008 with a 35 point increase since 2012) and in **Year 7** spelling (best mean scale score since 2008 with a 20 point increase since 2012).

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, History, Australian Curriculum, Assessment and ICT. Continued implementation of the Developing Performance Framework built the collective capacity of staff.

Our school continued to be involved in the Flying Start initiative, with Hilliard being a pilot school with Alexandra Hills High School in 2012, 2013 and 2014 for the Year 7 transition to High School.

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

Future outlook

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

1. Implement HSS Pedagogical Framework
2. Develop and implement HSS Reading Program
3. Deliver personalised learning within an eLearning rich environment including the facilitation of 9 iPad classes and the continued implementation of Athletics
4. Introduce Year Level Coordinators (YLC) and provide opportunities for MALT and YLCs to take on leadership roles according to experience and readiness
5. Participation in School-Based Practitioner Research Project: 'Using digital technologies for numeracy teaching and learning at Hilliard SS' in partnership with Aarhus University, Denmark
6. Feedback – quality and timely feedback to students and staff
7. Implement new HSS Responsible Behaviour Plan for Students
8. Professional Development for staff focusing on personalised performance plans
9. Enhancement of school facilities

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	687	356	331	94%
2012	702	358	344	95%
2013	632	303	329	98%

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 2013 of 1012 which indicates that Hilliard State School is in the 54th percentile.

The gender breakdown of students is almost equal with 303 girls and 329 boys enrolled at the school. School enrolment continuity data from 2012 to 2013 indicate that within all year levels the percentage of students continuing at our school is either at or above State and like-schools comparisons.

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		
	2011	2012	2013
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	24	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	11	15	76
Long Suspensions - 6 to 20 days	0	0	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

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

Extra curricula activities

During 2013, 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 including performances at Redlands Eisteddfod.

Dance/Aerobics:

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

Hilliard students place highly in both state and national titles.

Sport :

Interschool sport competition including soccer, cricket, softball, netball, rugby league 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

Clubs

Various lunchtime clubs including chess, rope skipping, camera and supa clubs etc

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.

We have continued to build our ICT resources boasting interactive whiteboards in every classroom space, 2 computer labs, 100% wireless to classrooms, access to iPad KITS for every class and other digital devices including digital cameras, Bee-bots and IPEVO digital visualisers. Every classroom has up to date computers and access to the computer labs and other available ICT.

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:

Student Council

Student Leadership Program

Hilliard Improvement Team consisting of elected staff and P&C reps for collaborative and strategic decision making

Chaplaincy Program

Special Needs Program

Responsible Behaviour Plan for Students

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 more than 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.

Our school at a glance

Parent, student and staff satisfaction with the school

As evidenced by the data below, parent and student satisfaction with our school has improved significantly from 2012 to 2013. In particular, parent satisfaction with the school's management of student behaviour has improved by 25%. Parents have indicated more satisfaction in the majority of item responses.

Generally our students have registered overall satisfaction with their experiences at Hilliard SS. Similarly to parents, students have also indicated improvement in the management of student behaviour.

With regard to staff satisfaction, the following items show that staff morale is improving. Please note the first figure for each item is the 2013 figure and the bracketed figure is the 2012 figure.

- enjoy working at this school = 98.0% (56.5%)
- I receive useful feedback about my work at this school = 94.0% (44.8%)
- I have access to quality professional development = 83.0% (57.6%)
- Staff at this school have good team spirit = 96.0% (33.9%)

In total, the parent, student and staff satisfaction with our school has seen a major improvement and we aim to continue these positive perceptions by promoting and modelling our shared vision: **Together We Learn, Lead and Succeed.**

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	92%
this is a good school (S2035)	89%	97%
their child likes being at this school* (S2001)	92%	100%
their child feels safe at this school* (S2002)	89%	97%
their child's learning needs are being met at this school* (S2003)	81%	92%
their child is making good progress at this school* (S2004)	79%	84%
teachers at this school expect their child to do his or her best* (S2005)	97%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%
teachers at this school motivate their child to learn* (S2007)	83%	90%
teachers at this school treat students fairly* (S2008)	82%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	83%	92%
this school takes parents' opinions seriously* (S2011)	81%	88%
student behaviour is well managed at this school* (S2012)	61%	86%
this school looks for ways to improve* (S2013)	91%	92%
this school is well maintained* (S2014)	86%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	90%
they like being at their school* (S2036)	94%	92%

Our school at a glance

they feel safe at their school* (S2037)	90%	91%
their teachers motivate them to learn* (S2038)	95%	95%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	87%	95%
teachers treat students fairly at their school* (S2041)	86%	87%
they can talk to their teachers about their concerns* (S2042)	90%	90%
their school takes students' opinions seriously* (S2043)	80%	91%
student behaviour is well managed at their school* (S2044)	64%	72%
their school looks for ways to improve* (S2045)	95%	97%
their school is well maintained* (S2046)	91%	90%
their school gives them opportunities to do interesting things* (S2047)	90%	93%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	94%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	98%
staff are well supported at their school (S2075)	91%
their school takes staff opinions seriously (S2076)	91%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	96%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. Our Parent and Community Engagement Framework outlines these and other ways that Hilliard SS purposefully engages our parent body.

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

- Parents and Citizens Association Membership
- 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 (Mother's and Father's Day stalls)
- Attendance and support of school functions and events (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, 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. 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
2010-2011	178,070	972
2011-2012	74,159	1,351
2012-2013	197,088	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

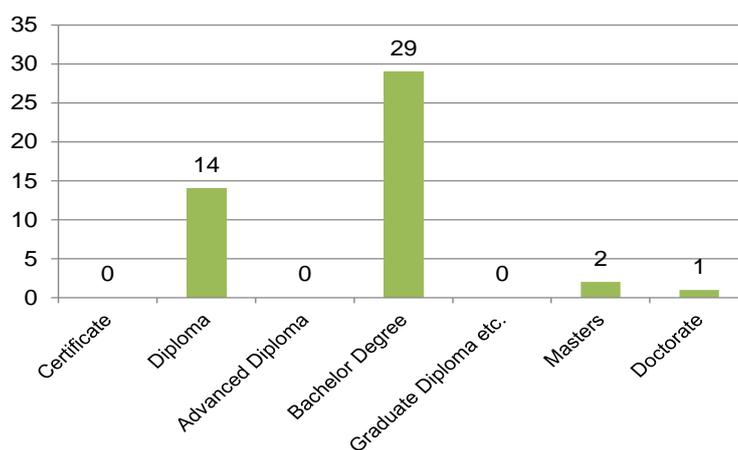
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	46	24	<5
Full-time equivalents	39	17	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	14
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.	0
Masters	2
Doctorate	1
Total	46



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$22,726.00 The major professional development initiatives were as follows:

- Mathematics
- ICT and digital pedagogy
- Behaviour Management
- Implementation of Australian Curriculum (History)
- Differentiated Learning Assessment and Reporting

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 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.

Key student outcomes

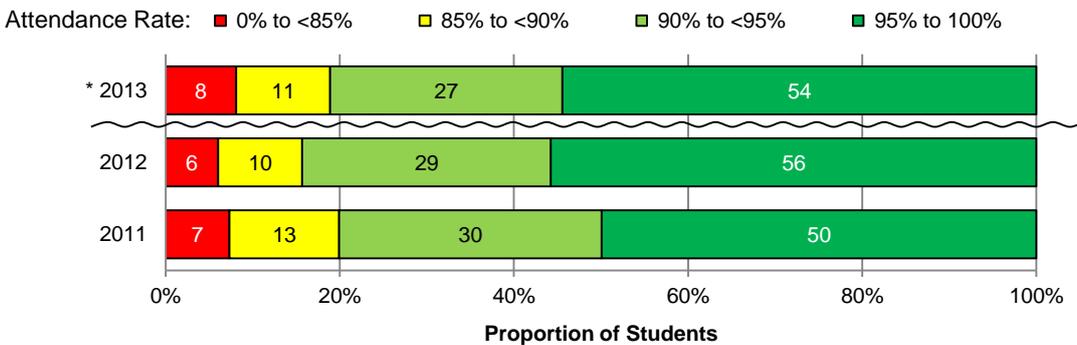
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	93%	94%	94%	94%	95%	93%	92%					
2012	94%	95%	94%	95%	93%	95%	93%					
2013	94%	94%	93%	94%	93%	92%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our 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.

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 was introduced through OneSchool.

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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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-five students identified as Torres Strait Islanders and/or Aboriginal. Attendance of Indigenous students was the same as Non-Indigenous students.

When comparing 2012 to 2013, for Year 3 we have closed the gap by 14 points in Reading, by 4 points in Writing and by 4 points in Numeracy.

When comparing 2012 to 2013, for Year 5 we have closed the gap by 7 points in Numeracy.