

# Hilliard State School

## Queensland State School Reporting

### 2014 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 2014 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

### School progress towards its goals in 2014

Hilliard State School worked on the following priorities in 2014: (a) Implemented the Hilliard SS Pedagogical Framework; (b) Developed and implemented the Hilliard SS Reading Program; (c) Implemented the Hilliard State School Responsible Behaviour Plan For Students; (d) Implemented personalised learning within an eLearning rich environment by the facilitation of 9 BYO iPad classes (iLearn@Hilliard SS BYO iPad Program); (e) Introduced an eLearning Mentor position to support quality eLearning practices; (f) Participated in School-Based Practitioner Research Project: 'Using digital technologies for numeracy teaching and learning at Hilliard SS in partnership with Aarhus University, Denmark; (g) Implemented student goal setting and feedback program; (h) Implemented Year Level Coordinator position to foster distributed leadership and curriculum leadership within each Year level team.

The school continued to achieve strongly and made sound improvement in terms of the National Assessment Program – Literacy and Numeracy (NAPLAN) results. Please find below a table outlining our school's 2014 NAPLAN performance.

Year 3	Year 5	Year 7 (caution needs to be exercised when reviewing the Year 7 data as only a very small cohort of 4 students sat this year's tests)
Reading – mean scale score is comparable to like State and National mean scale scores	Reading – mean scale score is comparable to like State and National mean scale	Reading – best mean scale score since 2008
Spelling - mean scale score is comparable to like State and National mean scale scores	Spelling - mean scale score is comparable to like State and National mean scale scores  - best mean scale score since 2008	Writing – best mean scale score since 2011
Grammar and Punctuation - mean scale score is comparable to like State and National mean scale scores	Grammar and Punctuation - mean scale score is comparable to like State and National mean scale scores  - best mean scale score since 2008	Numeracy – best mean scale score since 2010
Numeracy - mean scale score is comparable to like State and National mean scale scores  - best mean scale score since 2008		

All staff undertook professional development in Literacy, Numeracy, Australian Curriculum, Assessment, ICT and the Culture of Thinking/Visible Thinking Routines approach (Harvard University).

Continued implementation of the Developing Performance Framework built the collective capacity of staff. 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. Implement HSS Reading Program
3. Support 19 BYO iPad classes to incorporate pedagogical practices as outlined in the HSS Pedagogical Framework and in the iLearn@HilliardSS Teaching and Learning Placemat
4. Support Year Level Coordinators (YLC) and provide opportunities for MALT and YLCs to take on leadership roles according to experience and readiness
5. Participation in Year 2 of 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. Recruit and establish Master Teacher role via MT 3 Year Plan
8. Investigate Enrichment Action Plan for identified students
9. Introduce Individual Curriculum Plans (ICPs) in a staged roll-out
10. Implement wireless upgrade
11. Install Master Key application for whole school

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	702	358	344	95%
2013	632	303	329	98%
2014	694	321	373	96%

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 2014 of 1015 which indicates that Hilliard State School is in the 55th percentile.

The gender breakdown of students indicates significantly more boys than girls with 321 girls and 373 boys enrolled at the school. School enrolment continuity data from 2012 to 2014 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		
	2012	2013	2014
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	26	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	15	76	54
Long Suspensions - 6 to 20 days	0	5	0
Exclusions <sup>#</sup>	0	0	1
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 2014, 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.

#### Whole School Musical:

"This is who I am!"

#### 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:

Interscholar 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

Year 6/7 camp to Sydney/Canberra

School discos

#### Academic

Participation in ICAS competitions

#### Clubs

Various lunchtime clubs including chess, rope skipping 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.

In 2014, we implemented 9 BYO iPad Classes as part of the iLearn@Hilliard SS BYO iPad program.

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 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.

**Parent, student and staff satisfaction with the school**

<b>Performance measure</b>			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	92%	95%
this is a good school (S2035)	89%	97%	89%
their child likes being at this school* (S2001)	92%	100%	100%
their child feels safe at this school* (S2002)	89%	97%	97%
their child's learning needs are being met at this school* (S2003)	81%	92%	100%
their child is making good progress at this school* (S2004)	79%	84%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	95%
teachers at this school motivate their child to learn* (S2007)	83%	90%	97%
teachers at this school treat students fairly* (S2008)	82%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	83%	92%	89%
this school takes parents' opinions seriously* (S2011)	81%	88%	91%
student behaviour is well managed at this school* (S2012)	61%	86%	89%
this school looks for ways to improve* (S2013)	91%	92%	100%
this school is well maintained* (S2014)	86%	95%	92%

<b>Performance measure</b>			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	90%	93%
they like being at their school* (S2036)	94%	92%	93%
they feel safe at their school* (S2037)	90%	91%	93%
their teachers motivate them to learn* (S2038)	95%	95%	96%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	95%	96%
teachers treat students fairly at their school* (S2041)	86%	87%	79%
they can talk to their teachers about their concerns* (S2042)	90%	90%	88%
their school takes students' opinions seriously* (S2043)	80%	91%	86%
student behaviour is well managed at their school* (S2044)	64%	72%	69%
their school looks for ways to improve* (S2045)	95%	97%	96%
their school is well maintained* (S2046)	91%	90%	92%
their school gives them opportunities to do interesting things* (S2047)	90%	93%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	91%
they feel that their school is a safe place in which to work (S2070)		100%	91%
they receive useful feedback about their work at their school (S2071)		94%	80%
students are encouraged to do their best at their school (S2072)		100%	93%
students are treated fairly at their school (S2073)		100%	93%
student behaviour is well managed at their school (S2074)		98%	87%
staff are well supported at their school (S2075)		91%	78%
their school takes staff opinions seriously (S2076)		91%	82%
their school looks for ways to improve (S2077)		100%	91%
their school is well maintained (S2078)		96%	83%
their school gives them opportunities to do interesting things (S2079)		96%	82%

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

# 'Agree' represents the 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.

### 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
- 21<sup>st</sup> Century Parents (linking iPad Learning to the Home) run by our eLearning Mentor
- 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		
Years	Electricity kWh	Water kL
2011-2012	74,159	1,351
2012-2013	197,088	0
2013-2014	203,131	1,744

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.

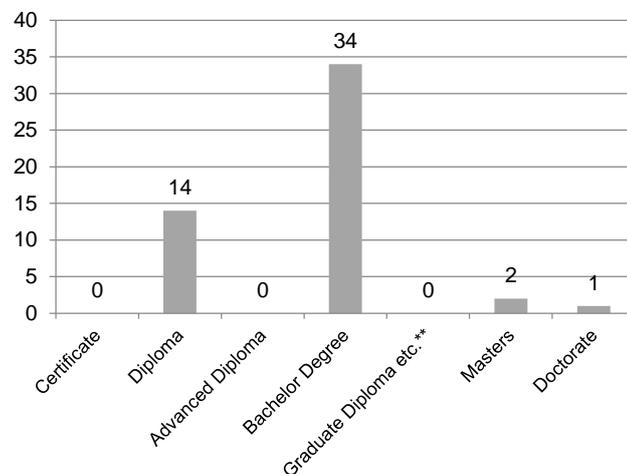
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	51	27	<5
Full-time equivalents	44	18	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	14
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	0
Masters	2
Doctorate	1
<b>Total</b>	<b>51</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$30 070.00

The major professional development initiatives are as follows:

- Literacy
- Numeracy including Mathematics
- Australian Curriculum
- Assessment
- ICT including iPads and selected apps
- Culture of Thinking/Visible Thinking Routines

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

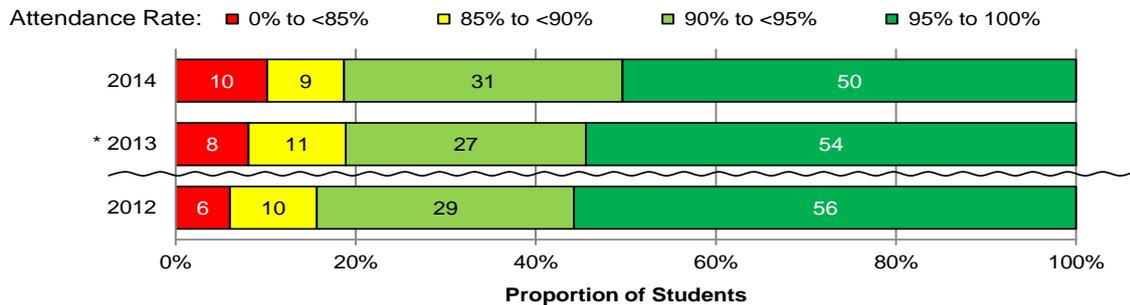
#### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	94%	95%	93%	95%	93%					
2013	94%	94%	93%	94%	93%	92%	95%					
2014	94%	93%	94%	93%	93%	93%	84%					

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 after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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 the OneSchool electronic roll marking procedure. 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 any time.

Student absences can also be logged via Qparents. If a student has been absent for 3 days without reasonable excuse, the class teacher contacts the parents. 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.

## 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.

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.

### Find a school

Search by school name



Search by suburb, town or postcode

Sector  Government

Non-government

## Achievement – Closing the Gap

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

When comparing 2013 to 2014, for Year 3 we have closed the gap in Reading. In Year 3 Writing the gap has widened by 5 points and by 10 points in Numeracy.

When comparing 2013 to 2014, for Year 5 we have closed the gap by 19 points in Reading.