

Hilliard State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Cnr Alexandra Circuit & Hanover Drive Alexandra Hills 4161
Phone	(07) 3820 1666
Fax	(07) 3820 1600
Email	principal@hilliardss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mr Andrew Walker, Principal

School overview

Established in 1991, Hilliard State School has a reputation for enabling children to reach their potential in a range of areas. We celebrated our rich and successful heritage with several significant events during our 25 year anniversary in 2016. The school caters for the learning needs of over 700 students from Prep to Year 6. The student population includes 44 students with disabilities who are catered for in mainstream classes. 37 Indigenous students attend our school. Approximately 30 Classroom Teachers, 6 Specialist Teachers and a Special Education Program consisting of a Head of Special Education Services (HOSES) and 4 Special Education Teachers comprise the teaching staff of the school. A management and leadership team (MALT) made up of the 2 Deputy Principals, Head of Curriculum, Business Services Manager, HOSES, Master Teacher and Principal lead the school strategic decision making process. Our commitment is to the development of the whole child which includes academic, sporting, cultural, social and emotional aspects. Our school motto 'Acceptance in a Caring Community' is embedded in all our actions and reflected in the relationships between teachers, students and the school community. In addition to the eight Key Learning Areas, our school offers quality extra-curricular opportunities. These include a national, award winning Aerobics, Hip Hop and Cheer program, an acclaimed student leadership program, intra-school sport, instrumental music and choir. Hilliard State School is known for its innovative use of Information Communication Technology and eLearning across the curriculum. Our school is an Apple Distinguished School. This honour is bestowed on less than 1% of all schools in the nation and was in recognition of our innovation, leadership and educational leadership. Our shared vision 'Together We Learn, Lead and Succeed' shapes the way we go about our teaching and learning.

School Progress towards its goals in 2018

Hilliard State School worked on the following priorities in 2018:

- Implemented the Hilliard SS Pedagogical Framework
- Red Hot Teacher of Reading approach incorporating the domains of: Be organized; Be engaging; Know their data and differentiate; Teach explicitly; Use their knowledge and skills and Provide timely feedback embedded in practice across the school
- Implement the 2018 – 2020 Hilliard State School Responsible Behaviour Plan For Students (RBPFS)
- Implemented personalised learning within an eLearning rich environment by the facilitation of 100% BYO iPad classes (iLearn@Hilliard SS BYO iPad Program)
- Employed a Digital Technologies Teacher to maintain innovative eLearning teaching
- Continued Year Level Coordinator position to foster distributed leadership and curriculum leadership within each Year level team
- Develop ICPs for identified students
- Implement Gifted and Talented (CHIPS) and extension program based on SAGES results
- Develop HSS Coaching and Mentoring Framework
- Implemented Leadership Development Action Plan (LDAP), in alignment with DoE PDP program, to support the leadership capability of MALT and Year Level Coordinators
- Continuation of student scholarship program with scholarships being offered in the following domains: Academic; Aerobics/Hip Hop/Cheer; eLearning and Instrumental Music

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 2018

NAPLAN performance.

<u>2018 NAPLAN Analysis</u>	
Year 3	Year 5
<p>Reading</p> <ul style="list-style-type: none"> – Improved Upper Two Bands (U2B) by 4.7% from 2017 - School Mean (419) is second highest mean achieved since 2009 - Achieved 2018 Investing for Success (I4S) U2B target of 45% being in U2B by attaining 45.7% <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Chart Series</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Score <input checked="" type="checkbox"/> Like Schools Score <input checked="" type="checkbox"/> Qld State Schools Score <input checked="" type="checkbox"/> National Score <p>Chart Type</p> </div>	<p>Reading</p> <ul style="list-style-type: none"> – Improved Upper Two Bands (U2B) by 0.7% from 2017 - School Mean Scale Score (508) is best ever since 2008 and similar to Like Schools Mean, State Mean and National Mean - Of 96 Yr 5 students who sat 2018 Reading test, 98.0% students made a positive relative gain from their Year 3 Reading test in 2016. - 49 students recorded positive relative gain with 2018 Reading scale score surpassing the National average test scale score
<p>Literacy & Numeracy Charts - Hilliard State School</p> <p>Measure: Mean Scale Scores by Strand From Year: 2008 To Year: 2018 Year Level: Year 5</p> <p>Chart: Student Distribution National Comp.</p> <p>Reading</p>	<p>Literacy & Numeracy Charts - Hilliard State School</p> <p>Measure: Mean Scale Scores by Strand From Year: 2008 To Year: 2018 Year Level: Year 3</p> <p>Chart: Student Distribution National Comp.</p> <p>Reading</p>

<p>Writing</p> <ul style="list-style-type: none"> - School Mean Scale Score (417) is best ever since 2008, is above State School Mean and similar to Like Schools Mean and National Mean - Improved U2B by 4.9% from 2017 	<p>Writing</p> <ul style="list-style-type: none"> - Improved School Mean from 2017 to 2018 to (452) – highest since 2013. - School Mean similar to Like Schools Mean and State Mean
<p>Spelling</p> <ul style="list-style-type: none"> - School Mean (423) has improved by 17 points from 2017 and is best score since 2012. School Mean above State School Mean. - Improved U2B by 9.0% from 2017 	<p>Spelling</p> <ul style="list-style-type: none"> - School Mean (494) has improved by 20 points from 2017 and is best score since 2014. - 100% students made a positive relative gain from their Year 3 Spelling test in 2016.
<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> - School Mean (427) is similar to Like Schools, State Schools and National mean. 	<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> - School Mean Scale Score (496) is best ever since 2008 and similar to State Mean and National Mean
<p>Numeracy</p> <ul style="list-style-type: none"> - School Mean Scale Score (395) is similar to State Mean and National Mean 	<p>Numeracy</p> <ul style="list-style-type: none"> - 100.0% NMS and above National cohort. - Of 90 Yr 5 students who sat 2018 Numeracy test, 96.8% students made a positive relative gain from their Year 3 Numeracy test in 2016.

Future Outlook

During the 2019 school year, we will look at introducing a new explicit improvement agenda in Mathematics (Number). We will maintain quality reading instruction. As well as this, we will continue to develop, implement and continue the following:

1. Embed HSS Pedagogical Framework
2. Implement Red Hot Teacher of Reading approach
3. MALT working with individual year levels – instructional leadership model with a focus on Reading
4. Implement 2018-2020 RBPFS including features of Focus 20, Green Room and Vivo rewards
5. SER Inclusion Coach and HOSSES to lead school in development of HSS Inclusive Practices Action Plan which addresses the nine components of the Department's Inclusive Education Policy
6. Support whole school BYO iPad program to incorporate highly effective pedagogical practices as outlined in the HSS Pedagogical Framework and in the iLearn@HilliardSS Teaching and Learning Placemat
7. Support Year Level Coordinators (YLC) and provide opportunities for MALT and YLCs to take on leadership roles according to experience and readiness
8. Implement a leadership program (LDAP) to support the leadership capability of MALT members and YLCs
9. Implementation of Enrichment Action Plan (CHIPS) for identified students

10. Implement Priority Learning Teams in Maths(Number); Reading; YLCs and Inclusive Practices
11. Individual Curriculum Plans (ICPs) for identified students
12. Guaranteed Viable Curriculum Maths and English
13. Continued teaching of Coding and Robotics including productive use of STEAM room
14. Explore options and viability relating to air conditioning additional learning spaces around the school. Investigate the possibility of solar installation, necessary power upgrades, a staged roll out process and potential funding options.
15. Installing boom gate to the staff car park entrance.

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	723	740	733
Girls	342	360	362
Boys	381	380	371
Indigenous	38	43	37
Enrolment continuity (Feb. – Nov.)	97%	94%	95%

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

Hilliard State School is a state primary school located in the Bayside district, 30 minutes from the Brisbane CBD. The school was established in 1991. The student clientele is characterized largely by middle class families. This is reflected in our ICSEA value in 2015 of 1014.

The gender breakdown of students indicates more boys than girls with 371 boys and 362 girls enrolled at the school. School enrolment continuity data from 2017 and 2018 indicate that within all year levels the percentage of students continuing at our school is either at or above State and like-schools comparisons.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	23
Year 4 – Year 6	25	28	26
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

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

- Health and fitness activities
- A school leadership program, formalized in Year 6 with a Year 5 mentor program offered to all students and opportunities for leadership positions in Student Council, Environment and eLearning involving students from Year 3 to 6. Other Leadership Experiences include:
 - Buddy Classes
 - Presenting or performing at assemblies and official functions
 - Meeting and guiding visitors around the school
 - Camps (Leadership, Teamwork, Resilience and Personal Responsibility)
 - Involvement in Extra-Curricular activities / Clubs
 - Curriculum involvement / activities in the classroom
 - Interschool sport team captains.

Co-curricular activities

During 2018, 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, Beginner and Advanced Band Camp, Fanfare and Percussion ensemble.

Aerobics/Dance

Competition aerobics, hip hop and cheerleading is offered to all students in Years 2 to 6. Hilliard teams placed highly and first at State and National Championships.

Recreational aerobics, hip hop and cheerleading is offered to all students in Years 1 to 6.

Sport

Intra-school sport competition including soccer, T20 cricket, netball, cross country, Indigenous Games, AFL, Zumba and Ultimate Frisbee for Years 3 to 6.

Opportunities for students to trial for district and regional teams including softball, touch, athletics, cross country, touch, table tennis, T20 cricket, athletics, cross country and swimming.

Hilliard SS Soccer Academy, partnering with the Brisbane Roar, for identified students in Years 3 – 6.

Community

Full school camping program: Years 1 – 3 school based activities; Year 4 – Kindilan/Thunderbird Park; Year 5 – Currimundi/Tallebudgera; Year 6 – Sydney/Canberra

School discos

Academic

Participation in ICAS competitions

Robotics Competitions

Participation in local, regional and state Robotics competitions

Clubs

Various lunchtime clubs including chess, Supa and Blast clubs, knitting, Robotics, tennis, book club, skipping 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, in particular iPads, and eLearning environments.

In 2016, we implemented 100% 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 and teaching space, one computer lab, 100% wireless to classrooms, access to a range of innovative digital devices. Every Teacher is provided with an iPad to support teaching and learning.

In 2015, a Learning Innovation room was established, whereby all classes had ready access to robotics, coding and Maker Space type resources to encourage creativity, innovation and imagination. This space has since been re-badged as our school's STEAM centre.

Social climate

Overview

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
- Chaplaincy Program
- Special Needs Program
- Responsible Behaviour Plan for Students (RBPFS)
- Behaviour Advisory Teacher (BAT) Program.

Hilliard State School is characterized by a positive and supportive social climate. We have a Responsible Behaviour Plan For Students (RBPFS) (found on our school website) which details 3 school rules:

BE SAFE

BE RESPECTFUL

BE A LEARNER.

The RBPFS features the student reward system VIVO. Vivo is a digital platform that enables staff to issue Vivo points to students when they observe students demonstrating positive behaviours. It is an appealing and motivational program for all students. Vivo caters for everyone, regardless of disability, learning or behavioural difficulties. It can easily be customised by staff to cater for particular student needs or school-wide goals.

When students are awarded Vivos, they can redeem their points to “purchase” items from the Vivo shop or they can accumulate/bank their Vivo points for more substantial rewards.

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 the Special Needs Action Committee (SNAC). Our BAT team supports students to reach their personal and educational goals. A Chaplaincy program has been running successfully at the school for seventeen years and this program has become integral in supporting many aspects of the school’s operation. Hilliard State School was the first Primary school to commence Chaplaincy in the Redlands area in 2002. 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

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%	93%	93%
• this is a good school (S2035)	96%	89%	92%
• their child likes being at this school* (S2001)	98%	97%	95%
• their child feels safe at this school* (S2002)	96%	90%	92%
• their child's learning needs are being met at this school* (S2003)	88%	86%	93%
• their child is making good progress at this school* (S2004)	98%	90%	95%
• teachers at this school expect their child to do his or her best* (S2005)	94%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	95%
• teachers at this school motivate their child to learn* (S2007)	94%	96%	95%
• teachers at this school treat students fairly* (S2008)	92%	84%	89%
• they can talk to their child's teachers about their concerns* (S2009)	96%	98%	98%
• this school works with them to support their child's learning* (S2010)	91%	86%	93%
• this school takes parents' opinions seriously* (S2011)	83%	78%	85%
• student behaviour is well managed at this school* (S2012)	78%	73%	81%
• this school looks for ways to improve* (S2013)	94%	87%	92%
• this school is well maintained* (S2014)	96%	88%	87%

* 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)	99%	94%	99%
• they like being at their school* (S2036)	96%	96%	94%
• they feel safe at their school* (S2037)	96%	93%	94%
• their teachers motivate them to learn* (S2038)	97%	95%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	91%	95%
• teachers treat students fairly at their school* (S2041)	93%	90%	86%
• they can talk to their teachers about their concerns* (S2042)	87%	85%	84%
• their school takes students' opinions seriously* (S2043)	90%	90%	91%
• student behaviour is well managed at their school* (S2044)	84%	84%	86%
• their school looks for ways to improve* (S2045)	96%	98%	98%
• their school is well maintained* (S2046)	92%	91%	89%
• their school gives them opportunities to do interesting things* (S2047)	95%	91%	98%

* 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)	83%	91%	86%
• they feel that their school is a safe place in which to work (S2070)	91%	98%	89%
• they receive useful feedback about their work at their school (S2071)	78%	85%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	91%	89%
• students are encouraged to do their best at their school (S2072)	96%	100%	95%
• students are treated fairly at their school (S2073)	93%	98%	86%
• student behaviour is well managed at their school (S2074)	83%	85%	71%
• staff are well supported at their school (S2075)	76%	83%	67%
• their school takes staff opinions seriously (S2076)	72%	79%	67%
• their school looks for ways to improve (S2077)	86%	98%	88%
• their school is well maintained (S2078)	81%	81%	68%
• their school gives them opportunities to do interesting things (S2079)	74%	80%	71%

Percentage of school staff who agree# that:	2016	2017	2018
---	------	------	------

* 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

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 be involved in the running of the school include:

- Parents and Citizens Association Membership
- Uniform Shop Committee
- Tuckshop Committee and volunteers
- Chaplaincy Support Group
- Parent Information sessions
- School assembly attendance
- School Community Craft Group (Mother' and Father's Day stall)
- Fundraising Committee
- Attendance and support of school functions and events (Sport Days, Art Night, Open afternoons)
- Arts Committee Voluntary Support programs
- Support a Reader, Support a Talker, Ready-Reader programs
- Classroom parent volunteers (home reader exchange, learning group rotations, excursion support)
- Support Team coaching (football, netball, softball, basketball and tennis)
- Aerobics and Dance 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.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. A feature of this is the Bravehearts Ditto program (for P – 2 students) and our DET Cybersafety Program for students from Year 4 - 6. Our Year 3 – 6 students participate in weekly Year level meetings around positive behaviour learning. For example Hilliard SS High Five. The FOCUS 20 component of our Responsible Behaviour Plan for Students incorporates 20 skills eg Taking Turns, Respecting Others Ideas which are explicitly modelled and taught across the school year in classrooms and on assembly.

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	79	50	54
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	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

Data is sourced from the 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 Environmental Management Plan in 2011, and introduced an Environment Leadership team (involving students) aimed at reducing the school's environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	200,977	183,302	182,394
Water (kL)	13,414	24,589	5,129

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.

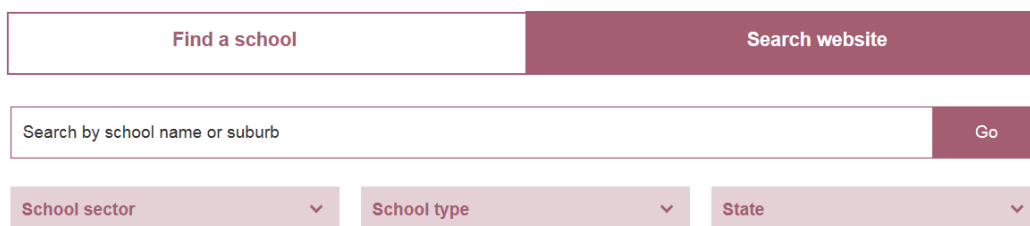
School funding

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

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 'Finances' and select the appropriate year to view the school financial information.



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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	55	29	<5
Full-time equivalents	47	20	<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	4
Graduate Diploma etc.*	0
Bachelor degree	40
Diploma	10
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 \$32,229.93

The major professional development initiatives are as follows:

- QELI
- Pecs
- Sheena Cameron
- Developing Inclusive Strategies
- Professional Reading Texts
- Seven Steps to Writing
- I educate conference

- Play, Wonder and Learn 2018 Interactive Conference
- Establishing positive Behaviour in the Early Years
- Feuerstein Method Workshop
- Various subscriptions to professional associations

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	93%	92%	91%

* 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	94%	92%	93%
Year 1	93%	92%	91%
Year 2	94%	92%	92%
Year 3	94%	94%	93%
Year 4	93%	93%	94%
Year 5	93%	93%	93%
Year 6	94%	93%	92%

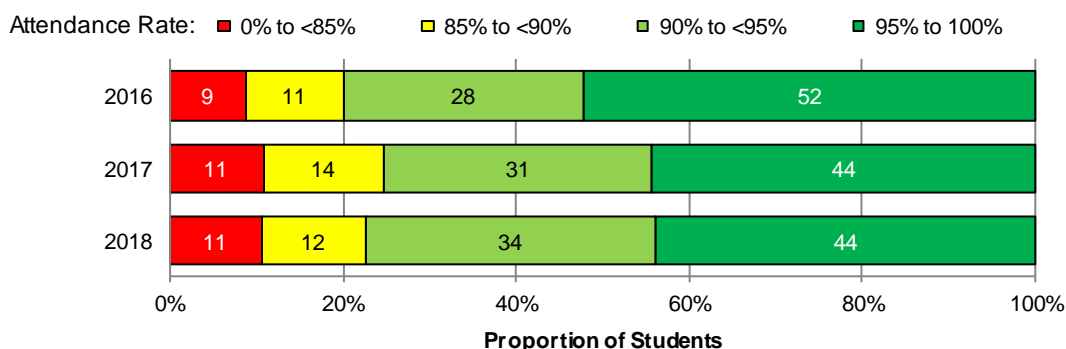
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Non-attendance is managed in state schools in line with the 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.

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. We employ a text messaging system (Infoways) to advise parents daily of their child's unexplained absence.

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. Students arriving late to school or leaving early must report to the school office for a late or early slip.

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.