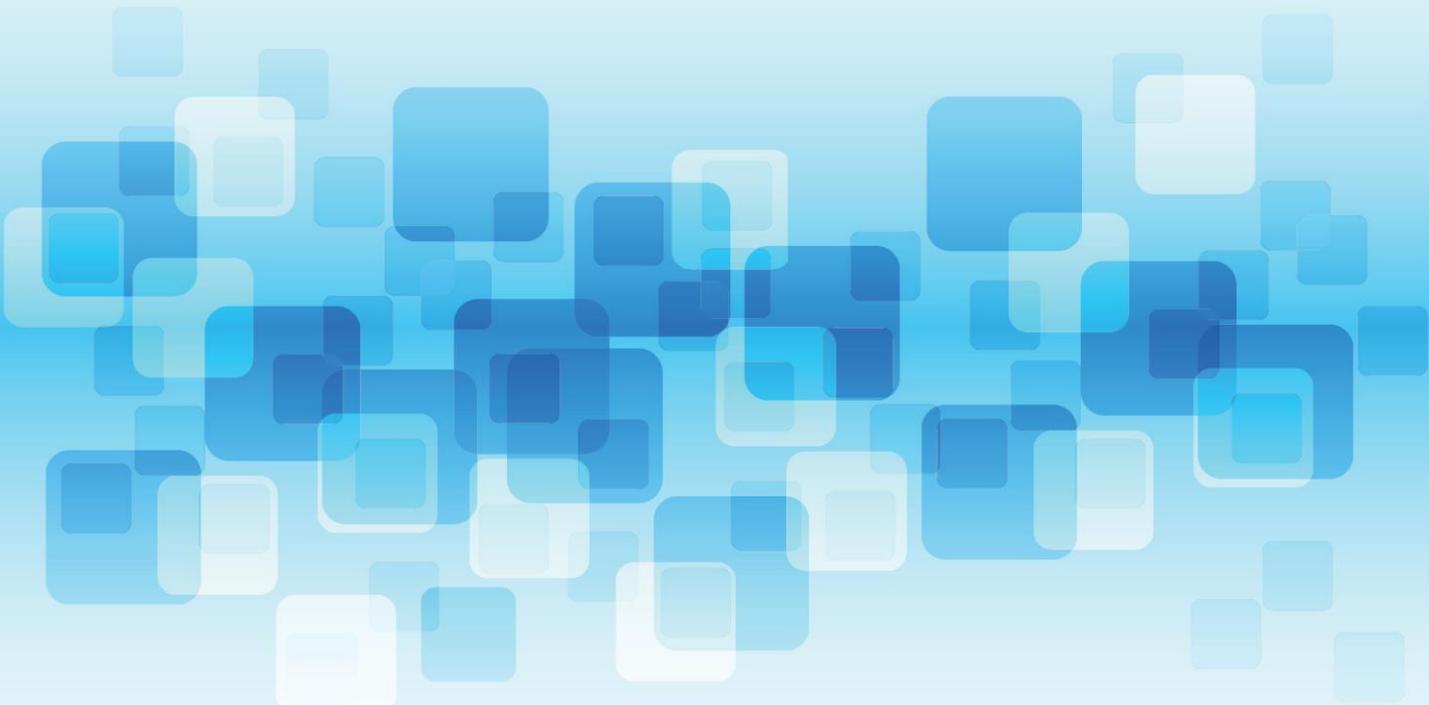




School Improvement Unit Report

Hilliard State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Hilliard State School** from **14 to 16 November 2016**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

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|--------------|---------------------------------------|
| Bert Barbe | Internal reviewer, SIU (review chair) |
| Alison Welch | Internal reviewer |
| Ian Hall | External reviewer |

1.2 School context

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|--|---|
| Location: | Corner Alexandra Circuit and Hanover Drive, Alexandra Hills |
| Education region: | South East Region |
| Year opened: | 1991 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 734 |
| Indigenous enrolment percentage: | 5.5 per cent |
| Students with disability enrolment percentage: | 6.1 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1014 |
| Year principal appointed: | 2013 |
| Full-time equivalent staff: | 49 |
| Significant partner schools: | Vienna Woods State School, Alexandra Hills State High School, Alexandra Hills State School |
| Significant community partnerships: | Apple Distinguished Program School, Aarhus University (Denmark)/University of Technology Sydney Numeracy Project, Alexandra Hills State High School, Literacy Solutions, Chaplaincy/Kids Hope, student Leadership program, digital technologies teacher, Children with High Intellectual Potential (CHIPS) program, Jabiru Outside School Hours Care (OSHC), Good Start Early Learning Centre, Queensland Teachers Mutual Bank, Indigiscapes, Sporting Schools Program, Councillor Murray Elliot, Infusion coffee van (staff wellbeing) |
| Significant school programs: | iLearn @ HSS Bring Your Own Device (BYOD) program, reading goal setting and feedback, year level coordinators, national award winning aerobics/hip hop/ cheerleading, quality lunchtime clubs, musical, art exhibition, whole-school camping program |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, guidance officer, 24 teachers, five specialist teachers, Business Services Manager (BSM), two administration officers, 12 teacher aides, cleaner, schools officer, chaplain, Parents and Citizens Association (P&C) president and 16 parents.

Community and business groups:

- Adopt-a-cop, Jabiru Outside School Hours Care (OSHC) representative and aerobics instructor.

Partner schools and other educational providers:

- Principal Alexandra Hills State High School, Principal Alexandra Hills State School and Good Start Early Learning Centre representative.

Government and departmental representatives:

- Local Councillor and ARD.

1.4 Supporting documentary evidence

| | |
|--|-----------------------------------|
| Annual Implementation Plan 2016 | School Data Profile (August 2016) |
| Investing for Success 2016 | School budget overview |
| Headline Indicators (August release) | Strategic Plan 2013-2016 |
| OneSchool | Professional development plans |
| School pedagogical framework | School newsletters and website |
| School data plan | School Opinion Survey |
| Responsible Behaviour Plan | Curriculum planning documents |
| Curriculum, assessment and reporting framework | |



2. Executive summary

2.1 Key findings

School leaders have established and are driving a narrow and sharp Explicit Improvement Agenda (EIA) in reading.

The EIA is well communicated through staff meetings, newsletters, Parents and Citizens' Association (P&C) meetings and is known by staff members and parents.

The school has implemented a whole-school approach to individual Specific, Measurable, Achievable, Realistic and Timely (SMART) goals for reading.

There is a clear process for providing student feedback on their reading progress. Teachers use individual student data to establish future goals. Reading goals are communicated to parents each term.

The Management and Leadership Team (MALT) closely monitor school-wide progress and provide staff members with year level achievement data and feedback on student performance.

The members of MALT are each assigned a year level to work with and year level coordinator positions are established from Prep to Year 6. Collaboratively developed roles, responsibilities and key deliverables for all stakeholders in driving the EIA are yet to be documented and communicated.

Many staff members express that they lack a clear understanding of school decisions.

Staff members demonstrate an openness to discuss the practices of the school. They believe that greater input into the decision-making process would assist them to implement school practices and procedures successfully.

The majority of students know and understand the school rules of 'Be Safe, Be Respectful and Be a Learner'.

Staff members report that a consistent approach to the use of language, practices and strategies to implement the school's responsible behaviour plan is yet to be an embedded practice. The school is presently reviewing the Responsible Behaviour Plan for Students (RBPS) to ensure that it is responsive to the needs of students, staff members and parents of the school community.

Processes for monitoring the enacted curriculum are developing.

There is an awareness of the need for a whole-school practice to ensure alignment between the overall delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress. There is an informal practice to evaluate the effectiveness of units of work.



The principal has provided school leaders with Professional Development (PD) on instructional leadership.

The principal recognises that these leaders would benefit from further PD that is regular and specific to their individual needs. The principal has developed additional leadership positions to assist with the effective operation of the school. A leadership program to support and enhance teachers in these roles is yet to be implemented.

The school is working towards more inclusive practices.

Class teachers and special education teachers collaboratively plan for appropriate adjustments to teaching, assessment and reporting of student achievement at identified levels for individual students.

Year level planning meetings are established.

A focus on understanding the assessment task and backward mapping to determine the teaching sequence are discussed at these meeting. These meetings are highly valued by teaching staff members and they believe that it has supported them to provide a more consistent delivery of the curriculum. Teachers appreciate the process that values their expertise and enables them to have greater ownership of what they are to teach.

2.2 Key improvement strategies

Collaboratively develop explicit targets, roles, responsibilities and key deliverables for all stakeholders in driving the EIA.

Review communication practices to promote collaborative and transparent decision-making processes.

Refine the RBPS to enhance the school culture for successful learning.

Implement Quality Assurance (QA) processes to ensure that the intended is enacted in all school programs and practices.

Implement a leadership program to support the leadership capability of MALT members and year level coordinators.

Strengthen school-wide, inclusive practices to establish and maintain a safe and supportive learning environment for all students.