

Hilder Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Hilder Road State School is a co-educational state primary school with a current enrolment of approximately 440 students. The school is of modern design set on 6.4 hectares and regularly accessed by local sporting groups. Our school community consists of highly supportive families who value education. Quality teaching, high expectations and a commitment to continuous improvement provide the impetus for maximising student achievement. A consistent and systematic approach to curriculum delivery is undertaken by all teaching staff. As a result, our students regularly perform above national/state benchmarks. The school is managed via a well defined decision making structure involving staff, parents, students and the wider community. Hilder Road State School strives to ensure that our curriculum recognises, respects and responds to the individual needs of children and aims to prepare students to become confident, capable citizens for the 21st Century. Positive home/school relationships, staff expertise, quality resources and a supportive learning environment provide the foundations for this to occur. Over its 40 years, the school community has developed a sense of pride from the academic, sporting, musical and cultural achievements of our students.

School progress towards its goals in 2018

Improvement Target	Achieved / Not yet achieved	Comment
Literacy:		
Increase the number of Prep students achieving at or above PM level 11 to 42%	Exceeded	A synthetic phonics approach to teaching reading in Prep was adopted in 2018, including the use of decodable texts.
Increase the number of students in Year 3 achieving at an A or B standard in AC: English to 55%	Achieved	
Maintain NAPLAN MSS results in Yr 3 and Yr 5 Reading and Writing as similar to or above 'like schools'.	Achieved	
Positive Behaviour for Learning:		
Collaboratively review existing school-wide practices (contained in Responsible Behaviour Plan) to ensure current, evidence-based strategies are embedded within the culture of the school.	In Progress	The roll-out of the PBL Framework commenced in 2018, and is an ongoing process. The school's Responsible Behaviour Plan will be updated when the Department's new template becomes available.
Increase number of students who agree that 'student behaviour is well managed at my school' to above 80%	In Progress (79.3%)	
STEM:		
Achieve 100% of teachers implementing HRSS Numeracy Framework	Achieved	The Digital Technologies and Design and Technologies subjects will be implemented in 2019, but not assessed until 2020.
Develop action plan to implement the new AC: Technologies curriculum by the end of 2020	Achieved	
Positive Education and Wellbeing:		
Maintain number of parents who agree that 'teachers at this school are interested in my child's wellbeing' at above 94%	Achieved	
Maintain number of students who agree that 'my teachers care about me' at above 94%	In Progress	

Awards and Acknowledgements

- Regional Award - The RemServ Showcase Award for Excellence in Community Engagement (Fish Creek Project)
- Minister's Grand Prize – Healthy Land and Water Awards (Fish Creek Project)
- Regional Award – P&C of the Year Award
- State Award – Outdoors Queensland Award, Nature Play Education Category (Forest School)
- Recognition by ACARA - Demonstrated substantially above average gain in reading (Year 3 – Year 5)

Future outlook

Priorities	AUSTRALIAN CURRICULUM Full implementation by 2020	LITERACY Improve writing outcomes	BEHAVIOUR Review school-wide processes
Strategies	<p>Implement all learning areas according to whole-school plan</p> <p>Utilise C2C materials as guiding resource, maintaining integrity of content descriptors, assessment purpose and GTMJ</p> <p>Identify ways that C2C units can be localised for HRSS (eg: Fish Creek)</p> <p>Plan for general capabilities - literacy, thinking and ICT</p>	<p>Explicitly teach the literacy, thinking and ICT demands of assessment tasks in English units</p> <p>Implement a synthetic phonics approach to teaching phonics and spelling in Prep and Year 1 (use Jolly Phonics and Jolly Grammar programs)</p> <p>Utilise 'Getting students writing' EdStudio to build capability across Years 2-6</p> <p>Plan for differentiation using content and general capabilities continua</p> <p>Monitor impact of teaching using 4 targeted students</p>	<p>Implement consistent school-wide expectations, rewards and consequences using the PBL Framework</p> <p>Leadership team to attend Modules 5&6 training</p> <p>Continue to build resources for weekly lessons aligned to HERO Expectations</p> <p>Establish support processes for Tier 2 students</p> <p>Plan for general capability - personal and social</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	457	476	465
Girls	196	216	210
Boys	261	260	255
Indigenous	2	3	4
Enrolment continuity (Feb. – Nov.)	99%	98%	96%

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

Our school community consists of urban families who value education and support the students enthusiastically. The school's community is stable, resourceful, interested and committed to supporting the students to achieve their best. The school's Index of Community and Socio Economic Advantage score (ICSEA) is 1137. The positive attitude to education is reflected in parental expectations, their high level of involvement, as well as in the high levels of achievement attained by our students from the Prep Year to Year 6.

The school has a fairly homogeneous student population, primarily Anglo in origin, with approximately 2% of students belonging to families in which languages other than English are spoken, less than 1% of students are indigenous Australians, and 6% of students are supported with a verifiable disability. A high number of students perform above state and national benchmarks in standardised tests and students, for the most part, are highly motivated to achieve personal bests in both academic and co-curricular pursuits.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	26	22	23
Year 4 – Year 6	28	27	24
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

Curriculum delivery at Hilder Road is underpinned by 6 principles: 1. Student-centred planning; 2. High expectations; 3. Alignment of curriculum, pedagogy and assessment; 4. Evidenced-based decision making; 5. Targeted and scaffolded instruction; and 6. Safe, supportive, connected and inclusive learning environments.

The staged implementation of the Australian Curriculum encompassing English, Mathematics, Science, History and Social Sciences (HASS), and The Arts continued in 2018.

Planning for the Australian Curriculum occurs at three levels: whole-school, year level and unit plan. Assessment is conducted at various points across the school to inform teaching and learning, and to assess students' progress against the Achievement Standards.

Consistency of teacher judgement is ensured through rigorous school and cluster moderation processes.

Co-curricular activities

Other offerings included:

- Mandarin Chinese instruction for Years 5-6.
- Information Communication & Technology instruction supported by a Technology Teacher, Teacher Librarian and eLearning skilled teachers from Prep to Year 6.
- Lifeskills and Transition to High School Program for Year 6.
- Responsible Behaviour Plan for Students including a whole school focus on anti-bullying measures.
- Girls and Boys Choirs.
- Instrumental Music Programs (Strings, Woodwind, Brass and Percussion).
- Sporting Associations/Clubs supported intra-school sports program.
- Interschool, Intra-school, District & Regional Sporting Competitions.
- Swimming (Prep-Year 6).
- Public Speaking competition.
- Student Leadership program (Years 4 to 6) incorporating a Student Council, Sports and Music Leadership activities in Year 6 with eligible Year 5 students awarded a Leadership Pin.
- Assembly Leadership and the Feel Good Team (Year 6).
- Reading Friends and Reading Buddy Programs.
- Extension programs with The Gap SHS including Maths and Art along with Cluster Programs for high performing students which include GRIPPS (Instrumental Music), Readers' Cup and Bardon Young Writer's Camp.

How information and communication technologies are used to assist learning

At Hilder Road State School, computers/digital devices are used as an integral tool for teaching and learning across most learning areas. All classrooms have interactive whiteboards and we provide a high level of student access to networked computers in the classrooms. Two [2] computer labs and 5 class sets of iPads are available for teaching and learning.

Students are supported, encouraged and challenged to extend their prior knowledge using computers and other technologies.

A specialist Technology teacher supported students, teachers and parents in 2018 for two days per week, particularly in the effective use of iPads in the classroom. The Technology teacher also provided development for teachers on the Digital Technologies Curriculum. IT technical support was also available each week.

Teachers explicitly plan to support students to research, investigate, design, create, evaluate and communicate using contemporary technological resources and devices. Teachers are supported in their endeavours to improve capability in effectively using a range of eLearning devices to enhance student learning. The Technology teacher, Curriculum Coordinator, Teacher Librarian and classroom teachers worked co-operatively to enhance their ICT capabilities for the benefit of students.

Social climate

Overview

Our school community works together to promote the high expectations of our Hilder Road State School members, parents, staff and students. Our school expects and receives support from students and parents in the implementation of our improvement agenda and vision.

The community of Hilder Road State School is committed to achieving excellence in learning. Respectful relationships and successful outcomes are possible due to the safe and cooperative climate that has been built. The school community recognises, accepts and values individual differences. Teachers provide a challenging and engaging curriculum for the students to maximise learning opportunities and outcomes. This curriculum is not only reflective of our community's values but also promotes the development of capable, competent citizens of tomorrow.

In the 2018 School Opinion Survey, 96.8% of parents expressed agreement that their child was getting a good education at Hilder Road State School, and 96.8% indicated that 'their child feels safe at this school'. Similarly, 94.8% of students indicated that 'they like being at their school' and 97.3% indicated 'they feel safe'. Opinion survey data also showed that 97.1% of staff 'enjoy working at their school'.

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)	93%	100%	97%
• this is a good school (S2035)	94%	98%	97%
• their child likes being at this school* (S2001)	97%	98%	92%
• their child feels safe at this school* (S2002)	97%	98%	97%
• their child's learning needs are being met at this school* (S2003)	89%	95%	92%
• their child is making good progress at this school* (S2004)	89%	92%	87%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	97%	94%
• teachers at this school motivate their child to learn* (S2007)	87%	88%	92%
• teachers at this school treat students fairly* (S2008)	87%	81%	87%
• they can talk to their child's teachers about their concerns* (S2009)	90%	97%	100%
• this school works with them to support their child's learning* (S2010)	88%	90%	92%
• this school takes parents' opinions seriously* (S2011)	87%	93%	87%
• student behaviour is well managed at this school* (S2012)	82%	86%	87%
• this school looks for ways to improve* (S2013)	93%	93%	94%
• this school is well maintained* (S2014)	89%	97%	90%

* 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)	94%	99%	96%
• they like being at their school* (S2036)	91%	92%	95%
• they feel safe at their school* (S2037)	94%	93%	97%
• their teachers motivate them to learn* (S2038)	95%	98%	93%
• their teachers expect them to do their best* (S2039)	97%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	95%
• teachers treat students fairly at their school* (S2041)	85%	85%	83%
• they can talk to their teachers about their concerns* (S2042)	88%	87%	86%
• their school takes students' opinions seriously* (S2043)	84%	81%	89%
• student behaviour is well managed at their school* (S2044)	74%	79%	79%
• their school looks for ways to improve* (S2045)	96%	97%	95%
• their school is well maintained* (S2046)	92%	91%	95%
• their school gives them opportunities to do interesting things* (S2047)	91%	93%	93%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	100%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
• they receive useful feedback about their work at their school (S2071)	100%	97%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	95%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	94%
• student behaviour is well managed at their school (S2074)	86%	97%	71%
• staff are well supported at their school (S2075)	97%	93%	80%
• their school takes staff opinions seriously (S2076)	96%	96%	79%
• their school looks for ways to improve (S2077)	100%	100%	94%
• their school is well maintained (S2078)	97%	93%	91%
• their school gives them opportunities to do interesting things (S2079)	97%	97%	83%

* 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

We see parental involvement as critical to the success of student learning. Parents are welcomed at all levels of school life. Whether it be working in the classroom to assist with reading, numeracy or art activities or accompanying students on excursions, camps or swimming lessons or as part of the school decision making groups, our school values the contributions made by parents.

Our aim is to establish a safe, supportive and cooperative environment where the school and wider community work together. Parents receive information and in some cases training in a variety of school programs eg. Chatting Children, Supporting Home Reading, and the school and P&C Association work well together for the benefit of our students.

We encourage all parents and carers to become part of the Hilder Road 'family' by:

- Attending School Assemblies,
- Participating in the 'Dinner Time Talk' program,
- Assisting with school sports carnivals as well as Interschool, District and Regional Sport,
- Attending year level and whole school celebrations of learning success,
- Supporting extra or co-curricular or extension activities,
- Participating in Parent Information evenings, Parent Teacher interviews and Class Culmination activities,
- Offering to assist at Excursions and Camps,
- Joining the P&C Association or School Council,
- Becoming a P&C Parent Class Representative,
- Attending Parent Forums and training programs,
- Volunteering in the Tuckshop, Uniform shop, or P&C Fundraising events such as Trivia Night and the School Carnival,
- Helping to organise the Year 6 Graduation.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school's wellbeing and health programs focus on:

1. Cooperation & Connecting, Classroom Routines, Rules
2. Friendship & Relationships
3. Feelings & Emotions
4. Communicating
5. Managing Conflict, Assertiveness Training, Bullying & Harassment
6. Resilience
7. Personal Management Choices
8. Mindfulness & Wellbeing / Self Reflection/Feedback
9. Coping with Change / Social Perception

In addition, students in Years 4, 5 & 6 are provided with access to a specialised program focused on sexuality education and protective behaviours, as well as a presentation by the Department's Cybersafety team.

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	4	2	4
Long suspensions – 11 to 20 days	1	0	0
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

During 2018, Hilder Road State School continued to implement its School Environment Management Plan (SEMP). Hilder Road's P&C aligned 'Fish Creek' team continued its award winning work (Minister's Grand Prize – Healthy Land and Water Awards) in rehabilitating the creek bank that borders the school. Water saving measures saw a reduction in overall water usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	151,738	158,119	154,874
Water (kL)	3,093	2,254	1,562

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.

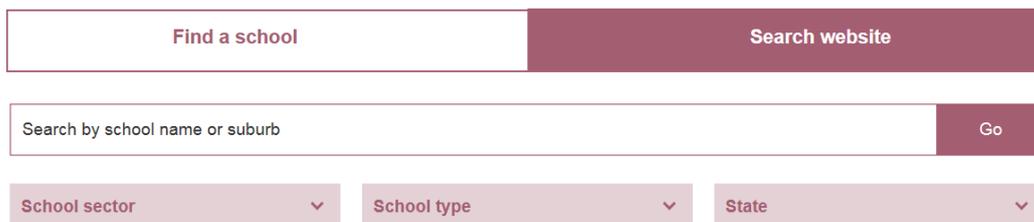
School funding

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](http://www.myschool.edu.au/) 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.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	39	20	0
Full-time equivalents	32	13	0

*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.*	11
Bachelor degree	19
Diploma	4
Certificate	

*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 \$49,000 (School Budget) plus \$39,000 (Investing for Success).

The major professional development initiatives were as follows:

- Positive Behaviour for Learning
- Essential Skills in Classroom Management
- Teaching reading in Prep
- Teaching Australian Curriculum: English in Year 3
- Deepening understanding of Australian Curriculum through collaborative planning and moderation
- Mandatory Induction and Training
- Beginning Teacher Program

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%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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	95%	95%	95%
Attendance rate for Indigenous** students at this school	88%	97%	94%

* 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

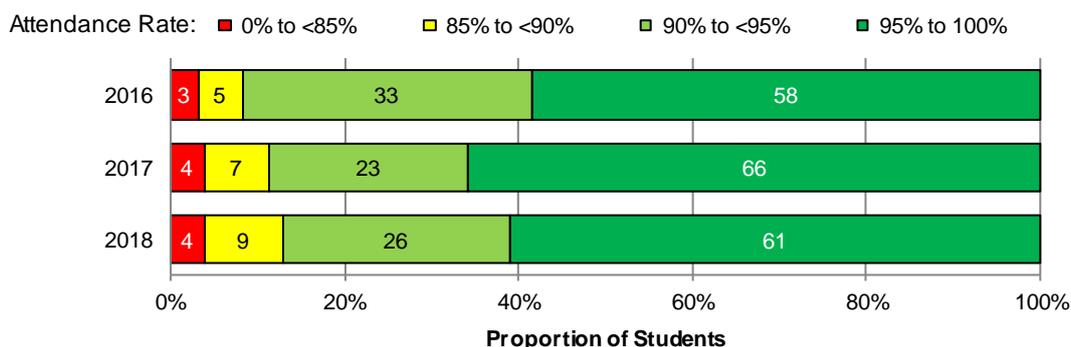
Year level	2016	2017	2018
Prep	94%	95%	95%
Year 1	95%	94%	95%
Year 2	96%	95%	93%
Year 3	95%	96%	95%
Year 4	96%	96%	95%
Year 5	95%	96%	95%
Year 6	94%	95%	95%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Class rolls are marked electronically twice daily, at 9:00 a.m. and after lunch, at 1:50 p.m. Teachers are responsible for the accurate making of rolls and entering codes for non-attendance (ie.holidays, camps, illness etc). In cases where a student is absent and parents have not notified the school, an SMS text is sent to the parents/carers to report the absence and ascertain the reason for the absence. In the case of illness for 3 days or more, parents/carers are asked to supply a medical certificate. Any ongoing absences may be referred to the Student Support Services Committee.

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.