

Hilder Road State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Hilder Road State School** from **19 to 21 February 2019**.

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 implement in consultation with its regional office and school community.

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

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.

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

1.1 Review team

Sandra Perrett	Internal reviewer, SIU (review chair)
Stephen Bobby	Internal reviewer
David Hinton	External reviewer



1.2 School context

Location:	Kaloma Road, The Gap
Education region:	Metropolitan Region
Year opened:	1979
Year levels:	Prep to Year 6
Enrolment:	440
Indigenous enrolment percentage:	1 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1137
Year principal appointed:	2018
Day 8 Staffing Teacher Full-time equivalent numbers:	22
Significant partner schools:	The Gap State High School, Mt Coot-tha Cluster – Ashgrove, Rainworth, The Gap, Bardon and Payne Rd State Schools
Significant community partnerships:	Mt Coot-tha Cluster – staff Professional Development (PD), Local childcare centres – student transition, Sporting organisations – community access to school facilities
Significant school programs:	Jolly Phonics and Jolly Grammar - Prep and Year 1, Getting kids writing one sentence at a time - Years 2 to 6, Forest School program - students with disability, Chatting Children's program - transition to Prep



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, literacy coordinator, Special Education Program (SEP) coordinator, SEP teacher, Support Teacher Literacy and Numeracy (STLaN), Positive Behaviour for Learning (PBL) coordinator, teacher librarian, 15 teachers, Business Manager (BM), two office staff, six teacher aides, Forest School coordinator, chaplain, school patrons, School Council representatives including chair and secretary, Parents and Citizens' Association (P&C) secretary, 53 parents and 77 students.

Community and business groups:

- Fish Creek Project coordinator.

Partner schools and other educational providers:

- Deputy principal of The Gap State High School and early childhood teacher of Wesley Mission Centre.

Government and departmental representatives:

- Local Councillor for The Gap Ward, Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	#OurWork2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
2019 Professional Development Plan	Curriculum planning documents
Pedagogical Framework	Writing Moderation
www.fishcreek4016.com.au	2019 & beyond
School Opinion Survey 2018	School newsletters and website
Roles and Responsibilities 2019	Responsible Behaviour Plan for Students
Strategic Plan 2016-2019 Progress Against Measures	Differentiation Handbook



2. Executive summary

2.1 Key findings

Staff members express a commitment to the school, students, staff and community.

The belief that all students can be successful learners is clearly articulated by staff members. It is apparent in conversations with staff that there is a genuine level of care for the learning, social and emotional outcomes of all students.

A comprehensive whole-school curriculum plan that outlines how curriculum is delivered from Prep to Year 6 has been developed by the leadership team.

The principal and pedagogy coach are responsible for leading the implementation of the Australian Curriculum (AC). The principal has introduced a detailed and comprehensive unit planning process whereby year level cohorts participate in planning each term. The expectation of the planning process is that teachers gain a detailed understanding of the AC and how planning a unit of work aligns the achievement standard with the assessment task and student learning. Teachers identify and welcome the sharpening of their focus on unit development during planning days each term.

The school leadership team has established, and is driving, an Explicit Improvement Agenda (EIA) that is reflective of the 2019 Annual Improvement Plan (AIP).

All members of the leadership team are invested in achieving positive outcomes for the school through the implementation of the current strategic documents. Staff members identify the EIA as writing and Positive Behaviour for Learning (PBL) and express a willingness to engage in these areas. A number of teaching staff articulate that the school is in the very early stages of the implementation of the EIA and that time is required to embed the expected practices.

The school's Responsible Behaviour Plan for Students (RBPS) has recently been reviewed to better reflect current whole-school practices.

The implementation of PBL as the framework for achieving the school's high expectations for student behaviour commenced one year ago. The philosophy behind the PBL framework is yet to be fully realised by all staff. There is a broad sense of optimism across the school community that the expected outcomes of the PBL implementation will lead to more consistent behaviour.

There is clear acknowledgement by school leaders and teaching staff that all students are capable of learning

The principal is leading a strong focus on the critical role that data plays in teaching and learning. In particular, there is a focus on the essential element of understanding the purpose for an assessment task and the value of the data gained in informing differentiation of learning for students. Current differentiation practices within the school are primarily focused on structural differentiation and include the use of reading ability groups, modifications to assessment tasks and different educational expectations based on teacher



judgement. Consideration of planning for differentiation in terms of content, process, product and environment when adapting learning experiences is yet to be fully established.

Members of the leadership team conduct classroom learning walkthroughs to facilitate observations and feedback, and to monitor teaching practice.

Coaching, some modelling and teacher observation are features of this practice. Teaching staff appreciate and value this support. The leadership team expresses a need to further develop feedback processes that are aligned to Sharratt's¹ five questions that are aimed at increasing the depth of quality feedback to staff.

Students and teachers articulate that they feel valued and appreciated by each other.

The interactions of staff, students and parents are caring and polite, and there is a sense of belonging and pride within the community regarding the atmosphere of the school. Students articulate they like coming to school and believe their teachers care for them.

The Fish Creek Project is recognised as an important project and a positive partnership with parents and the broader community.

Led by parents, the project initially began as a rehabilitation project for Fish Creek that flows through the school. Since its beginnings, the project has expanded to include an education focus, with a range of curriculum units available aligned to the AC, and a community focus. The website 'fishcreek4061.com.au' is designed to facilitate positive connections between local community members and students. The Fish Creek Project has won multiple awards including two Regional Showcase Awards and a number of environmental awards.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin Press.



2.2 Key improvement strategies

Continue to establish agreed, school-wide teaching practices relating to the school priorities, provide professional learning opportunities, ensure consistency of these practices, and allow time to embed them across the school.

Clearly establish, widely communicate and monitor the enactment of the core PBL elements to ensure its successful implementation across the school.

Build teacher capability to use formative data throughout the teaching cycle to inform classroom differentiation for all students, with a focus on high achieving students.

Collaboratively develop a school-wide teacher feedback process, aligned to the pedagogical framework.