Hilder Road State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Hilder Road State School** from **28 February** to **2 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
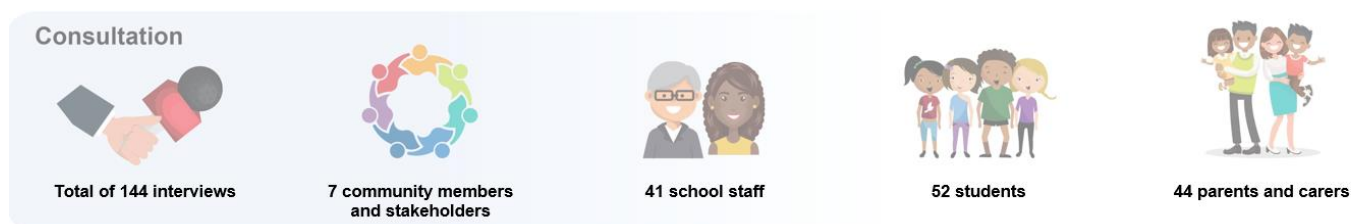
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	SRR (review chair)
Nicole King	Peer reviewer
Andrew Helton	External reviewer

1.3 Contributing stakeholders

Consultation				
Total of 144 interviews	7 community members and stakeholders	41 school staff	52 students	44 parents and carers

1.4 School Context

Indigenous land name:	Yuggera and Turrbul
	We acknowledge the shared lands of the Yuggera and Turrbul nation and the Yuggera & Turrbul people of the Yuggera and Turrbul language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	480
Indigenous enrolment percentage:	1.7%
Students with disability percentage:	19.1%
Index of Community Socio-Educational Advantage (ICSEA) value:	1125

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **19** to **21 February 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1137 and the school enrolment was 440 with an Indigenous enrolment of 1.0% and a student with disability enrolment of 6.0%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 8)

- Clearly establish, widely communicate and monitor the enactment of the core Positive Behaviour for Learning (PBL) elements to ensure its successful implementation across the school. (Domain 3)

- 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. (Domain 7)

- Collaboratively develop a school-wide teacher feedback process, aligned to the pedagogical framework. (Domain 5)

2. Executive summary

2.1 Key affirmations

Parents, family members and carers speak highly of the staff, and many have an intergenerational relationship with the school.

A strong sense of belonging to the school is conveyed. Parents indicate that there are open lines of communication with teachers, leaders and other members of staff. They speak of personal help provided and a strong sense of connection particularly through the community activities hosted by the school.

Leaders view the development of staff members' capability as central to improving outcomes for all students.

New teachers feel welcomed by colleagues. A differentiated approach to induction is undertaken with meetings offered in two groupings, beginner and experienced teachers. Teachers appreciate these opportunities to learn about the processes and expectations and look forward to continued opportunities to enable them to fully embrace and utilise the existing signature practices.

All staff are committed to a culture of inclusivity and strive to ensure that all students are provided with every opportunity to succeed.

The principal articulates that quality differentiated and inclusive teaching and learning is being provided through developing a thorough understanding of every student. The work and support of the inclusion/ Special Education Program (SEP) team is highly valued by all staff. Inclusion/SEP staff articulate a strong focus on ensuring that all students identified in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) are provided high levels of quality support in class and that students requiring significant levels of differentiation to access the Australian Curriculum (AC) are provided individualised support.

Leaders, teachers, teacher aides and ancillary staff are highly committed to engaging parents and the community productively.

Parents and carers appreciate the open, welcoming culture and value their deep connections with the school and the staff. They discuss the positivity, enthusiasm and visibility of the principal. The principal works deliberately with the Parents and Citizens' Association (P&C) to build sustainability and has engaged with the school council to reclarify the purpose and priorities of these valued community groups. The contribution of the Hilder family, as patrons of the school, is highly valued.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Adopt a change management approach to enact the explicit improvement agenda to provide greater support to staff in transitioning through the change process and consistently implement strategies that address school priorities.

Domain 5: An expert teaching team

Investigate the potential to use strategies, such as Professional Learning Communities (PLC), to build expertise and engage teachers and leaders in defining, structuring and implementing agreed school expectations and practices.

Domain 6: Systematic curriculum delivery

Strengthen moderation processes at the 'before' juncture to further assist teaching teams understand the Australian Curriculum (AC) and its alignment to assessment and teaching.

Domain 2: Analysis and discussion of data

Enact the data plan to ensure agreed systems and processes are consistently implemented to strengthen the use of data to inform teaching and learning.

Domain 8: Effective pedagogical practices

Sustain regular opportunities to engage in professional dialogues between leaders and teachers to ensure the optimal enactment of the curriculum through the interactions between teachers, students and learning tasks.