

Hilder Road State School

Queensland State School Reporting

2015 School Annual Report



| | |
|----------------|---|
| Postal address | Kaloma Road The Gap 4061 |
| Phone | (07) 3511 3222 |
| Fax | (07) 3511 3200 |
| Email | principal@hildroadss.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact person | John Collins |

Principal's foreword

Introduction

It is with great pride that I present the Hilder Road State School Annual Report for 2015. In 2015, we continued to implement the Australian Curriculum and dedicated ourselves to improving the quality of teaching and learning across the school to achieve our vision of 'success embedded in a culture of care'. Our professional teaching and non-teaching staff and families worked in partnership to enhance student engagement in class based learning and a range of extra curricula activities including instrumental music, sport, chess, debating, leadership and community service. The high standards of behaviour, learning focus and commitment shown by our students have helped them achieve enviable success. This report chronicles our improvement journey in 2015.

School progress towards its goals in 2015

- NAPLAN targets exceeded eg. Upper 2 Bands - Year 3 Reading 68.6% (8.6% above) and Numeracy 51.4% (5.4% above).
- Individual curriculum plans developed for eligible students.
- A diverse range of intervention programs developed and implemented to support identified students.
- Additional teacher capacity built through Mount Coot-tha Cluster workshops and other professional development activities eg. iPads as a tool for learning, positive learning and student wellbeing, seven steps to success in writing, communication & language course and early start implementation.
- Developed Hilder Road specific Teaching of English and Mathematics Handbooks.
- Continued to build relationships with Early Childhood learning providers through the work of our Prep liaison teacher.
- Further implementation of the Australian Curriculum with student learning goals clearly aligned.
- Implementation of our 'Parent and Community Engagement Framework' and engagement of a community liaison officer to improve school wide communication.
- Established a School Council during our first year as an Independent Public School.
- Completed of Stage 2 of the Fish Creek Restoration Project with the Fish Creek Team winning 4 prestigious environmental awards.
- Outstanding concerts (Twilight and Hilder Harmonies) and our Senior Strings achieved a platinum award at MusicFest.
- Additional student leadership positions created for 2016.
- Enhanced facilities with the external painting of several blocks and renovations undertaken in the Music Block and Classroom Block 2.

Future outlook

Our Annual Implementation Plan for 2016 includes the following core priorities:

- Numeracy (especially Problem Solving), Reading and Positive Education & Wellbeing.

We intend to action our improvement agenda by building the capacity of the school's Leadership Team and Year Coordinators to drive improvements in teaching practice and student achievement.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 480 | 223 | 257 | 5 | 98% |
| 2014 | 453 | 216 | 237 | 2 | 98% |
| 2015 | 457 | 210 | 247 | 1 | 98% |

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

Characteristics of the student body:

Our school community consists of highly literate, urban families who value education and support the students enthusiastically. The school's community is stable, resourceful, interested and single-minded in its desire for the students to achieve to their best. The school's Index of Community and Socio Economic Advantage score (ICSEA) is 1133.

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 11% of students belonging to families in which languages other than English are spoken. In 2015, less than 1% of students were indigenous.

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.

In its thirty six years our school community has developed a sense of pride in the academic, sporting, musical, cultural and leadership achievements of our students.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 23 | 20 | 22 |
| Year 4 – Year 7 Primary | 23 | 22 | 27 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 8 | 5 | 6 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |

| | | | |
|----------------------------|---|---|---|
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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 Geography continued in 2015. Other learning areas were aligned with the Early Years Curriculum Guidelines for Prep and the Essential Learnings for Years 1 to 6. 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.

Social Skills/Wellbeing Program (Prep to Year 6).

Responsible Behaviour Plan for Students including a whole school focus on anti-bullying measures.

Nightingales (Prep), Bluebirds (Year1), Rockin' Robins (Year 2), Junior, Senior and Chamber 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.

Extra curricula activities

Instrumental Music Ensembles

Queensland Youth Music Awards, MusicFest and other music enrichment activities

Cross Country and Track & Field carnivals

District Sport Selection Trials

Tennis, Soccer, Baseball and Netball

Reading Eggs

Mathletics

Australian Mathematics Trust Competition

Programs and opportunities for Gifted and Talented Students eg. Brainways

National English, Science, Maths and Technology Competitions

Community Service - Student Council and Leadership Program

Yoga

Art Club

Chess Club and competitions

Debating Club

Ukelele Club

How Information and Communication Technologies are used to improve learning

At Hilder Road State School computers/digital devices are used as an integral tool for teaching and learning across most learning areas. All class rooms have interactive whiteboards and we provide a high level of student access to networked computers in the classrooms. Two [2] computer labs and 4 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 supports students, teachers and parents two days per week and eLearning specific professional development, particularly in the effective use of iPads in the classroom, helps all teachers increase their capability in using ICTs to enhance student learning. IT technical support is 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. In 2015, our iPad/ICT teacher coaches worked cooperatively with classroom teachers on a needs basis to incorporate the use of ICTs in teaching, learning and communication practices. The Technology teacher, Curriculum Coordinator, Teacher Librarian and classroom teachers work co-operatively to enhance their ICT capabilities for the benefit of students. The introduction of two BYO iPad classes and purchase of additional iPads enabled teachers to expand eLearning opportunities for students.

Social Climate

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.

Hilder Road State School's Responsible Behaviour Plan, our Wellbeing/Social Skills Program and anti-bullying strategies are supported by parents, students and staff. In 2015, our approach to developing responsible behaviour focussed on building and maintaining positive relationships with students and families.

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 'real-life' 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 2015 School Opinion Survey, 97% of parents expressed satisfaction that Hilder Road was a good school and 93% indicated that 'student behaviour is well managed'. Similarly, 91% of students indicated that 'they like being at their school' and 90% indicated 'they feel safe'. Opinion survey data also showed that 97% of staff 'enjoy working at their school'.

Parent, student and staff satisfaction with the school

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 92% | 93% | 93% |
| this is a good school (S2035) | 92% | 95% | 97% |
| their child likes being at this school (S2001) | 100% | 93% | 97% |
| their child feels safe at this school (S2002) | 96% | 95% | 100% |
| their child's learning needs are being met at this school (S2003) | 92% | 89% | 93% |
| their child is making good progress at this school (S2004) | 88% | 92% | 93% |
| teachers at this school expect their child to do his or her best (S2005) | 96% | 96% | 99% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 92% | 87% | 90% |
| teachers at this school motivate their child to learn (S2007) | 92% | 91% | 92% |
| teachers at this school treat students fairly (S2008) | 88% | 91% | 91% |
| they can talk to their child's teachers about their concerns (S2009) | 96% | 94% | 94% |
| this school works with them to support their child's learning (S2010) | 88% | 89% | 88% |
| this school takes parents' opinions seriously (S2011) | 88% | 91% | 91% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2013 | 2014 | 2015 |
| student behaviour is well managed at this school (S2012) | 77% | 95% | 93% |
| this school looks for ways to improve (S2013) | 88% | 96% | 95% |
| this school is well maintained (S2014) | 88% | 97% | 91% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 93% | 99% | 93% |
| they like being at their school (S2036) | 94% | 95% | 91% |
| they feel safe at their school (S2037) | 92% | 95% | 90% |
| their teachers motivate them to learn (S2038) | 93% | 97% | 92% |
| their teachers expect them to do their best (S2039) | 100% | 100% | 98% |
| their teachers provide them with useful feedback about their school work (S2040) | 91% | 97% | 91% |
| teachers treat students fairly at their school (S2041) | 84% | 86% | 76% |
| they can talk to their teachers about their concerns (S2042) | 75% | 78% | 74% |
| their school takes students' opinions seriously (S2043) | 79% | 89% | 80% |
| student behaviour is well managed at their school (S2044) | 72% | 82% | 78% |
| their school looks for ways to improve (S2045) | 92% | 92% | 91% |
| their school is well maintained (S2046) | 88% | 96% | 79% |
| their school gives them opportunities to do interesting things (S2047) | 92% | 95% | 82% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
| 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% | 100% |
| they receive useful feedback about their work at their school (S2071) | 86% | 97% | 97% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 70% | 92% | 88% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 97% | 97% |
| student behaviour is well managed at their school (S2074) | 93% | 94% | 97% |
| staff are well supported at their school (S2075) | 89% | 100% | 97% |
| their school takes staff opinions seriously (S2076) | 93% | 90% | 97% |
| their school looks for ways to improve (S2077) | 89% | 100% | 100% |
| their school is well maintained (S2078) | 96% | 97% | 94% |
| their school gives them opportunities to do interesting things (S2079) | 93% | 97% | 100% |

[#] '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. Support-A-Reader Strategies, and the school and P&C Association work well together for the benefit of our students. The strength of this partnership underpinned a number of successful events in 2015 including: 'Meet the Teacher' Evening, Parent/Teacher Interviews, Sports' Carnivals, Planting Days, Under 8s Morning, Whole School Picnic, Wellbeing Morning, Mother's Day Stall, Discos and various Music Concerts.

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

- Attending School Assemblies each Friday
- Sharing family literacy & numeracy experiences and joining the class for literacy or numeracy sessions
- 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
- Participating in the work of the Parent Music Support Group
- 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
- Attending Musical celebrations and events that showcase our talented students

The Student Support Committee meets fortnightly to determine appropriate actions to support student with special needs. Parents/Carers, teachers and specialist staff work collaboratively to develop, implement, monitor and review strategies that are designed to assist students with diverse needs to achieve success and participate fully in school life.

Reducing the school's environmental footprint

During 2015, Hilder Road State School continued to implement its School Environment Management Plan (SEMP). The further development of gardens eg. ANZAC and Year 1, as well as several planting and mulching projects exemplified the school's commitment to enhancing the natural environment. Hilder Road's P&C aligned 'Fish Creek' team continued its highly commended (3 Healthy Waterways awards and Premier's Sustainability award) work in rehabilitating the creek bank that borders the school. Although our School Officer was also vigilant in attending to leaking or dripping taps, our water usage increased to keep the plants in gardens in good condition.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 149,939 | 877 |
| 2013-2014 | 155,105 | 1,615 |
| 2014-2015 | 156,748 | 2,902 |

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 36 | 20 | 0 |

Full-time equivalents

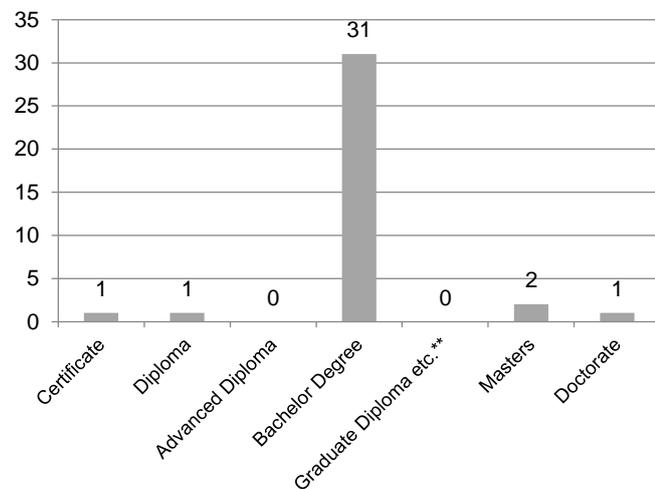
28

12

0

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 1 |
| Diploma | 1 |
| Advanced Diploma | 0 |
| Bachelor Degree | 31 |
| Graduate Diploma etc.** | 0 |
| Masters | 2 |
| Doctorate | 1 |
| Total | 36 |



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$88,448.

The major professional development initiatives are as follows:

- Helping students with dyslexia refresher
- Cluster workshops - Reaching new expectations, Perceptual Motor Program (HRSS), Positive education and creativity, Social and emotional learning, Art and iPads, Character strengths, Dyslexia awareness, QCAA Maths in action, Resilient kids, iPads as a tool for learning
- Positive Learning and Wellbeing
- Writing Moderation
- Explicit teaching and Reading strategies scope
- PAT R online data analysis and specific improvement strategies
- Thinking skills and Problem solving resources
- Rainbow Road Therapy
- Using PAT data to inform teaching practices
- Reporting – making it more streamlined and personalised
- Think Mentals Resources
- 7 steps to success in writing
- Multi step problem solving and building reasoning and communication

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 95% | 96% | 96% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 87% | 98% | DW |

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

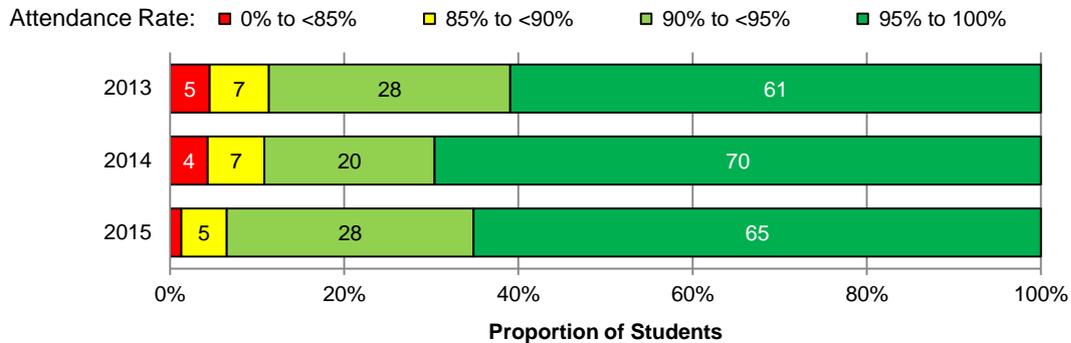
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | 95% | 95% | 95% | 94% | 94% | 95% | 94% | 95% | | | | | |
| 2014 | 94% | 95% | 95% | 96% | 96% | 97% | 97% | DW | | | | | |
| 2015 | 95% | 95% | 96% | 96% | 95% | 96% | 97% | | | | | | |

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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, 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 for more than 3 days without notice, the teacher or Administration Officer notifies a member of the school's Administration and a telephone call is made to parents to ascertain the reason. 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 Committee.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.