



School Improvement Unit Report

Hilder Road State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Hilder Road State School from 11 to 13 November 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Kaloma Road, The Gap
Education region:	Metropolitan
The school opened in:	1979
Year levels:	Prep to Year 6
Current school enrolment:	462
Indigenous enrolments:	0.2 per cent
Students with disability enrolments:	3.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1133
Year principal appointed:	2010
Number of teachers:	39
Nearby schools:	Toowong State School, Rainworth State School, Oakleigh State School, Ithaca Creek State School, Ashgrove State School, Bardon State School, Payne Road State School, Mt Nebo State School, The Gap State School, The Gap State High School (Mount Coot-tha Cluster)
Significant community partnerships:	Mount Coot-tha Cluster, The Gap Farmers' Market, The Gap Netball Club, The Gap Health and Racquet Club, Jeff and Ann Hilder
Unique school programs:	Fish Creek Project, Perceptual Motor Program (Learning Connections)



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, deputy principal, curriculum coordinator, pedagogy coach, goals coordinator, teacher librarian and Support Teacher Literacy and Numeracy (STLaN)
 - 23 classroom teachers, three specialist teachers and two Special Education Program (SEP) teachers
 - Business Services Manager (BSM), two administration officers and ten teacher aides
 - Guidance officer and chaplain
 - Four student councillors and 13 students
 - Principal and deputy principal local feeder high school
 - Parents and Citizens' Association (P&C) vice-president and 15 parents
 - State Member and Ward Councillor

1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Judith Hanke	External reviewer
Judy Dale	Internal reviewer



2. Executive summary

2.1 Key findings

- The school leadership team and staff are committed to school improvement and to every student's success.

The school has identified a range of priority areas and strategies as central to its broad improvement agenda. These include reading, number, writing, a focus on the early years, individualised instruction and student wellbeing. There is an optimistic commitment by all staff to ongoing school improvement. The school has recently established an extended leadership team to support the improvement agenda. This provides an opportunity to build capacity through the implementation of a leadership strategy.

- School leaders identify reliable and timely student data as essential to an effective school improvement agenda.

The school has developed and implemented a documented plan for the annual collection of academic and wellbeing data. School leaders routinely monitor student achievement in literacy, numeracy and wellbeing.

- The school's vision statement, '*Success is embedded in a culture of care*', is enacted across the school through an inclusive culture supported by positive and caring relationships.

The tone of the school is warm, positive and friendly and reflects a school-wide commitment to purposeful, successful learning for every student. The school views parents and families as integral members of the school community and partners in student learning.

- The school applies its resources in a targeted manner to respond to the learning and wellbeing needs of students and professional needs of staff.

The school provides an extensive range of targeted intervention, support and enrichment programs for students. There is some evidence that data is used to monitor the effectiveness of these programs and the progress of individual students.

- Staff are enthusiastic about their work in the school and have a strong commitment to student learning and wellbeing and value opportunities to engage in professional learning.

The school provides a range of professional learning opportunities. Teachers are provided with feedback through annual performance development planning. The school is yet to implement a systematic approach to supporting teachers as professional learners through regular cycles of collaborative planning, professional development, coaching, modelling and feedback.



- The school has documented plans for curriculum delivery including a curriculum framework, English and mathematics handbooks and an assessment overview.

The school's curriculum plan largely draws from the Curriculum into the Classroom (C2C) units of work with the associated assessment tasks and guides to making judgements being used as key assessment items. There is an opportunity to review school curriculum planning to ensure it is locally relevant and responsive to student needs.

- Explicit teaching is a regular feature of classroom practice and students are encouraged and supported in setting individualised learning goals.

The school has developed and published a comprehensive pedagogical framework. In addition to this, the school has recently collaboratively developed English and mathematics handbooks which provide further clarity for agreed teaching practices in these subjects. The school is working towards developing consistency of practice in priority areas.



2.2 Key improvement strategies

- Develop a school leadership strategy to build the capacity of all leadership team members as instructional leaders in driving the school improvement agenda.
- Review the school's curriculum plan to ensure it is locally relevant and engaging for all students.
- Embed the pedagogical framework and agreed teaching practices as outlined in the English and mathematics handbooks to ensure consistency of quality practice across the school.
- Develop a systematic approach to supporting teachers as professional learners through regular cycles of collaborative planning, professional development, coaching, modelling and feedback.
- Consolidate monitoring processes to measure the effectiveness of targeted resourcing in the delivery of intended outcomes.