

# Hillview State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Hillview State School acknowledges the shared lands of the Mununjali nation where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	7
Aboriginal students and Torres Strait Islander students	Nil
Students with disability	14.2%
Index of Community Socio-Educational Advantage (ICSEA) value	1001

### About the review

 <p>1 reviewer from 1 September 2025</p>	 <p>23 participants</p>	 <p>9 school staff</p>
 <p>7 students</p>	 <p>3 parents and carers</p>	 <p>4 community members and stakeholders</p>

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Broaden collaborative processes for constructing future strategic documents, including greater detail regarding supporting strategies and actions, to enhance staff ownership and clarity in enacting priorities.

**Domain 6: Leading systematic curriculum implementation**  
Further refine the 3 levels of planning, including the contextualisation of units of work, to ensure alignment between curriculum, pedagogy, assessment and reporting within the K–12 Curriculum, assessment and reporting framework.

**Domain 8: Implementing effective pedagogical practices**  
Develop a whole school approach to the teaching of reading, implementing evidence-based, consistent approaches to delivering reading instruction through the Australian Curriculum.

Refine processes for the collection, recording, discussion and analysis of data to track and monitor student progress and inform next steps in teaching and learning.

**Domain 5: Building an expert teaching team**  
Strengthen staff understanding of a range of pedagogical approaches to implement practices that best meet the needs of the curriculum, the learner, and the learning.

**Domain 2: Analysing and discussing data**  
Formalise processes for planning collaborative capability development to align professional learning opportunities with school and system priorities.

### Key affirmations



**Parents and staff highlight the ‘family atmosphere’ within the school and how it fosters student engagement and wellbeing.**

Parents, staff and community members praise the supportive environment, with parents particularly celebrating how students are nurtured to achieve their best. Parents comment that they feel very welcome at the school, with drop-off and pick-up times providing opportunities to regularly connect with staff to discuss their child’s learning, engagement and wellbeing needs. Staff express their appreciation for the positive relationships built not only among colleagues but also with students and families.



**Parents, staff and community members highlight the school’s tailored approach to learning, noting that each student is understood as an individual, and learning experiences are designed to reflect their needs and interests.**

Parents, staff and community members emphasise that learning is modified to respond to student needs. They value the small school environment that enables staff to get to know each student well. Teaching staff explain that they build on students’ prior knowledge and consider each child’s strengths and challenges to implement adjustments that support their success. Students explain they have a voice in making their learning interesting.



**Staff, parents and students express appreciation for the range of facilities and resources that enhance learning and engagement.**

Staff and parents promote the variety of facilities and resources available, which are targeted to engage students and support learning. Students speak with pride about the school’s outdoor and indoor learning spaces, including the multi-purpose court, outdoor learning areas, gardens, library and sporting equipment. Parents, students and staff describe the school environment as a calm space in which to learn, work and play.



**Staff promote how playgroup and cluster activities build connections that strengthen transitions and support school community partnerships.**

Staff describe how the regular ‘Wildlings’ playgroup is an important community link, integrating aspects of learning in the early years while enhancing transitions to school and fostering relationships with families. Staff advocate for connections with other schools, outlining the value of cluster learning, cultural and sporting activities in broadening students’ social circles and supporting their transition to high school. Students articulate their enjoyment of meeting friends from other schools.