



Hillview State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Hillview State School was established in 1887 and serves a stable rural community. There are about 30 students currently attending our school. Some of our students are descendants of the original free settlers of the area. Currently our school has two co-educational multi-age teaching classes, Years Prep to3 and Years 4 to7, offering a wide variety of learning experiences through a quality curriculum plan. It has a well resourced air-conditioned double teaching area, a library with an excellent collection of resources, a modern computer network and play facilities. A number of visiting teachers and specialists service the school. At Hillview State School we aim to achieve quality educational outcomes for every student in a caring partnership between the child, parent and teacher which leads to them becoming active, clever, skilled and creative citizens in a learning society. We are committed to ensuring that all of our actions promote the best interests of all students. At Hillview State School we believe in our School Motto 'Do to Succeed' and believe in our children learning in a safe, tolerant, disciplined and supportive environment.

Principal's Foreword

Introduction

Our annual school report is an important element of our School Planning, Reviewing and Reporting framework.

This report describes our school's progress towards its goals for 2016 as outlined in the Annual Implementation Plan, outlines the key areas for improvement, profiles our school and our staff and details the performance of our students.

School Progress towards its goals in 2017

School Improvement Priorities 2017

- *Build an expert teaching team by providing professional development that allows staff to confidently monitor and analyse student learning in English and Maths.*
- *Develop individual student goals that enhance differentiated learning.*
- *Communicate and celebrate school achievements with the wider community.*

Future Outlook

School Improvement Priorities 2018

- *Embed effective assessment practices in English and Mathematics.*
- *Strengthen curriculum and well-being strategies that support differentiated learning.*
- *Communicate curriculum, assessment and reporting practices to enhance parent and school partnerships.*

Our school is always looking to improve performance in all academic areas and our focus will remain on literacy and numeracy outcomes and the individual needs of students in the arts, sports and STEM. Our students continue to be global learners with a strong sense of community.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	33	15	18	8	97%
2016	41	21	20	6	100%
2017	36	18	18	5	100%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The 2017 enrolment figure was 32. Over the past four years enrolments have ranged between 23 and 41. Our student population is growing with very good attendance. We currently have four Aboriginal and Torres Strait Islander students enrolled. A number of our students are second generation Hillview students and we have twenty families.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	16	10	18
Year 4 – Year 6		6	
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Currently our school has two multi-age classes, Prep-3 and 4-6, offering a wide variety of learning experiences through a quality curriculum plan across eight key learning areas.

A number of visiting teachers service the school including Music, Physical Education, LOTE, Instrumental Music, Artist in Residence, Guidance Officer, Learning Support Teacher and Speech Language Pathologist.

Co-curricular Activities

Our school prides itself on providing a rich curriculum that supports the whole child and is differentiated to meet individual needs. Each week, all students are involved in Gifted and Talented clubs that provide small group learning experiences with talented adults, many who volunteer from the community. Our school hosts private tennis and karate lessons for interested students.

How Information and Communication Technologies are used to Assist Learning

Teachers have progressively integrated learning technology into our school curriculum. There is a ratio of 1 to 2 computers in both classrooms and 1 to 2 iPads in the Prep to 3 class. The school has an excellent integrated Media program that incorporates ICT, The Arts and English. Students are involved in focused sessions and small group workshops to teach specific skills which are then incorporated into daily learning experiences.

Social Climate

Overview

Our school environment is a warm and friendly one with 100% of students stating that they like being at school and they feel safe at school. Weekly class meetings are one of the proactive ways that student wellbeing is managed, with students being supported to discuss any concerns within the group.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	DW	100%	90%
this is a good school (S2035)	DW	100%	91%
their child likes being at this school* (S2001)	DW	100%	91%
their child feels safe at this school* (S2002)	DW	100%	91%
their child's learning needs are being met at this school* (S2003)	DW	100%	91%
their child is making good progress at this school* (S2004)	DW	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	90%
teachers at this school motivate their child to learn* (S2007)	DW	100%	90%
teachers at this school treat students fairly* (S2008)	DW	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	82%
this school works with them to support their child's learning* (S2010)	DW	100%	82%
this school takes parents' opinions seriously* (S2011)	DW	100%	82%
student behaviour is well managed at this school* (S2012)	DW	100%	91%
this school looks for ways to improve* (S2013)	DW	100%	82%
this school is well maintained* (S2014)	DW	100%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	95%	94%
they like being at their school* (S2036)	93%	95%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	91%	94%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	88%
teachers treat students fairly at their school* (S2041)	93%	90%	88%
they can talk to their teachers about their concerns* (S2042)	93%	95%	100%
their school takes students' opinions seriously* (S2043)	93%	90%	94%
student behaviour is well managed at their school* (S2044)	100%	100%	88%
their school looks for ways to improve* (S2045)	100%	95%	94%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'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

Parents are always an integral part of the school community. Through regular newsletters, constant contact before and after school, P&C meetings and parent/teacher interviews a close association between teachers and parents exists. We also host four community parties a year where parents, staff, students and other community members come together.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Students are actively encouraged to be strong, resilient and supportive members of our school community through focused lessons and positive social and learning experiences. Students and staff are respectful and aware of the rights and needs of all members of our community.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	10,024	
2015-2016	19,699	
2016-2017	29,093	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:
 Government
 Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time Equivalent	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	6
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$4034.91

The major professional development initiatives are as follows:

Annual Mandatory Training, Senior First Aid and CPR, Financial Management, The Art and Science of Teaching, Workplace Health and Safety, HR Management and Principals' Conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	95%	88%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

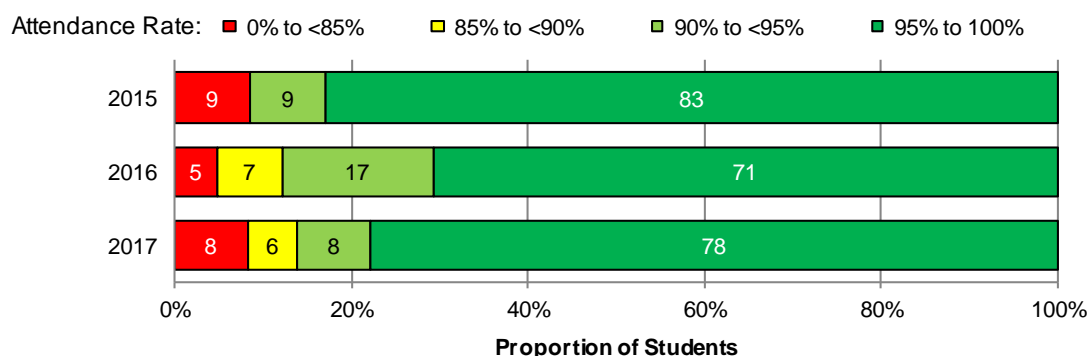
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	86%	99%	98%	100%	98%	99%	83%						
2016	93%	95%	97%	98%	99%	90%	97%						
2017	91%	DW	92%	95%	98%	98%	93%						

*Attendance rates effectively count 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

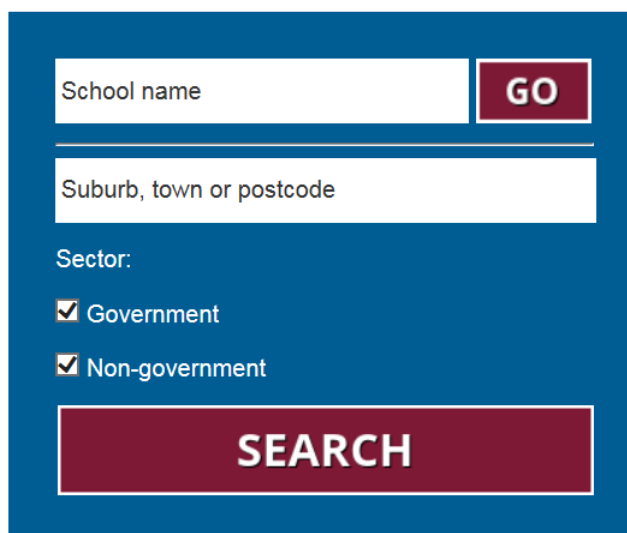
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**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.

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