



School Improvement Unit Report

Hillview State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Hillview State School from 7 to 8 March 2016 month year. 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:	1623 Christmas Creek Road, Hillview
Education region:	South East Region
The school opened in:	1887
Year levels:	Prep to Year 6
Current school enrolment:	37
Indigenous enrolments:	16 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	927
Year principal appointed:	2014
Number of teachers:	2.62 (full-time equivalent)
Nearby schools:	Darlington State School, Tamrookum State School, Rathdowney State School, Beaudesert State School, Beaudesert State High School.
Significant community partnerships:	Queensland Police Service- Adopt a cop, Mununjalia House, Agistment agreement
Unique school programs:	nil



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two teachers and three teacher aides
 - Two specialist teachers
 - Support Teacher Literacy and Numeracy (STLaN)
 - Thirty students from Prep to Year 6
 - Two members of the Parents and Citizens' Association (P & C)
 - Eleven parents
 - Senior Constable Noel Kerger, local police officer
 - Neil Hocking, Parent and Community Engagement Officer Mununjali House

1.4 Review team

Andrew Helton

Internal reviewer, SIU (review chair)

Leah Mullane

Peer reviewer



2. Executive summary

2.1 Key findings

- Staff members build positive and caring relationships with students. The positive behaviours at the school are highly valued by staff and parents.

The school respects parents, families and wider community members as integral partners within the school community. Interactions between staff and students are respectful and inclusive. Students are calm and classrooms and playgrounds are orderly. They have positive views about behaviours at the school.

The school is driven by the belief that all students learn in different ways and that these learning styles should be catered for within the classroom. Teachers work continually to reflect on student needs and expectations which are embedded throughout daily classroom practice. Teachers often seek student input about classroom practices.

- Teachers demonstrate knowledge of current student achievement and use a range of support groupings, such as individual, small group and whole class to help differentiate to the needs of the students.

Classroom differentiation occurs through a range of informal interactions along with formalised plans for individual students. The school utilises human resources, including teacher aides and parents helpers, to maintain differentiated classroom groups for instruction in the priority areas of reading and numeracy.

- The school clearly has a positive reputation in the broader community.

The school has established strong partnerships with the Parents and Citizens' Association (P&C), parents, families and various community groups. The school also has developing partnerships with local Indigenous groups and works together to improve opportunities for both Indigenous and non-Indigenous students.

- The principal understands the importance of providing opportunities for teachers to work together to collaborate on planning and assessment processes.

Teachers are familiar with and work within the school's existing curriculum expectations. One day per term is being scheduled to provide time for both classroom teachers to undertake this process.

The school has developed sequenced year level curriculum overviews and term by term allocated class overviews that are linked to sections of the Australian Curriculum (AC). The process to ensure coverage of the entire mandated curriculum is not yet fully established.

- It is an expectation that all teachers and aides are highly committed to the continuous improvement of their own teaching.



Staff members indicate that they are focused on developing their knowledge and skills to improve student learning. They acknowledge the benefits of developing links with cluster schools to share and develop skill levels between like schools.

The principal is working with other principals within the district to revitalise the cluster of small schools to allow aligned processes around moderation and use of the AC achievement standards to inform teacher judgement.

- Teachers use data to identify starting points for teaching.

The school has developed and is partially implementing a plan for the systematic collection of a large range of student outcome data including both diagnostic test data and some classroom assessments.

Student data sets are located in a variety of places including OneSchool and student data workbooks. Teachers demonstrate differing levels of data literacy. The school acknowledges the need to consistently monitor the data entry and progress of the implementation of the student data workbooks.



2.2 Key improvement strategies

- Review and refine the whole school curriculum plan to enable an alignment between the curriculum overviews, term overviews, unit plans, assessment tasks and the AC.
- Investigate opportunities to develop and embed a culture of collaboration and teamwork across the cluster to share teaching practice and implement a moderation processes to drive improved student outcomes.
- Further develop collaborative curriculum planning opportunities for teachers.
- Review and update the collection plan for student outcome data to suit the current context of the school.
- Build teacher data literacy skills so they can confidently monitor and analyse student learning and reflect on the effectiveness of their teaching.