



Hillview State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Hillview State School was established in 1887 and serves a stable rural community. There are about 23 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 to 3 and Years 4 to 7, offering a wide variety of learning experiences through a quality curriculum plan. It has two well resourced air-conditioned classrooms, an excellent 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.

School progress towards its goals in 2018

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.*

Future outlook

School Improvement Priorities 2019

- *Engage with expert providers and local community stakeholders to provide rich curriculum opportunities.*
- *Strengthen curriculum and well-being strategies that support differentiated learning for all students.*
- *Increase engagement in P&C meetings and activities and implement succession planning for executive roles.*

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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	41	36	29
Girls	21	18	11
Boys	20	18	18
Indigenous	6	5	4
Enrolment continuity (Feb. – Nov.)	100%	100%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The 2018 enrolment figure was 29. Over the past four years enrolments have ranged between 23 and 41. Our student population is stable 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 fifteen families.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	10	18	11
Year 4 – Year 6	6		6
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 parents and students stating that they are getting a good education at school. 100% of students state 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	90%	100%
• this is a good school (S2035)	100%	91%	100%
• their child likes being at this school* (S2001)	100%	91%	100%
• their child feels safe at this school* (S2002)	100%	91%	100%
• their child's learning needs are being met at this school* (S2003)	100%	91%	100%
• their child is making good progress at this school* (S2004)	100%	91%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	90%	100%
• teachers at this school treat students fairly* (S2008)	100%	91%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	82%	100%
• this school works with them to support their child's learning* (S2010)	100%	82%	100%
• this school takes parents' opinions seriously* (S2011)	100%	82%	100%
• student behaviour is well managed at this school* (S2012)	100%	91%	86%
• this school looks for ways to improve* (S2013)	100%	82%	100%
• this school is well maintained* (S2014)	100%	91%	86%

* 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.



Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	94%	100%
• they like being at their school* (S2036)	95%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	91%	94%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	88%	100%
• teachers treat students fairly at their school* (S2041)	90%	88%	100%
• they can talk to their teachers about their concerns* (S2042)	95%	100%	93%
• their school takes students' opinions seriously* (S2043)	90%	94%	88%
• student behaviour is well managed at their school* (S2044)	100%	88%	88%
• their school looks for ways to improve* (S2045)	95%	94%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	95%	94%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	DW	100%	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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,699	29,093	16,330
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.



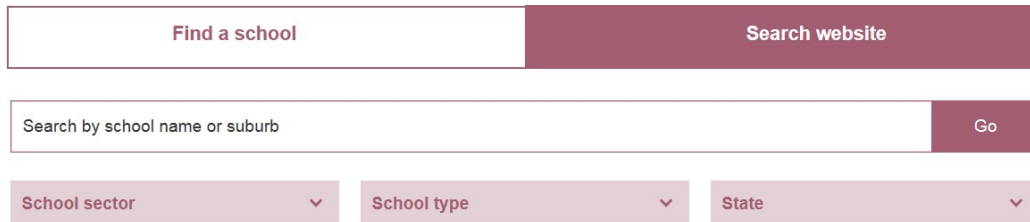
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	5	0
Full-time equivalents	3	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	5
Diploma	
Certificate	

*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 2018 were \$5453

The major professional development initiatives are as follows:

- Annual Mandatory Training, Senior First Aid and CPR, Financial Management, Workplace Health and Safety, HR Management and Principals' Conference

The proportion of the teaching staff involved in professional development activities during 2018 was 100%



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	95%	97%
Attendance rate for Indigenous** students at this school	95%	88%	97%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	91%	
Year 1	95%	DW	94%
Year 2	97%	92%	92%
Year 3	98%	95%	98%
Year 4	99%	98%	97%
Year 5	90%	98%	97%
Year 6	97%	93%	99%

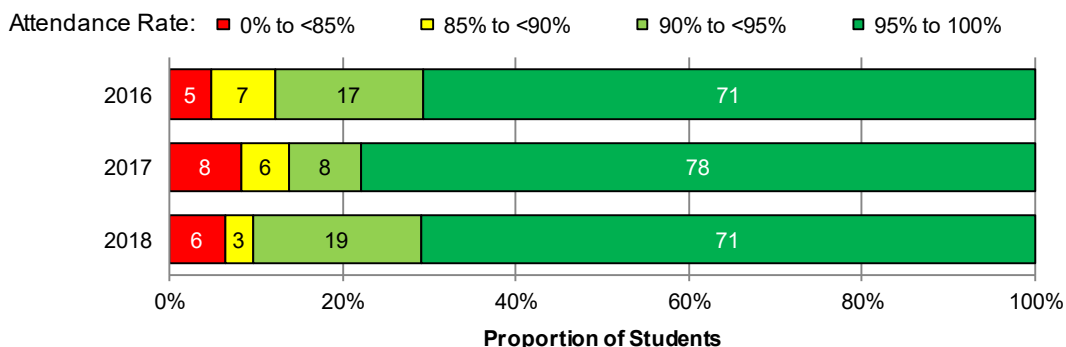
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

