

# Hillview State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Hillview State School** from **23 to 24 February 2021**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Yvonne Watt

Peer reviewer



## 1.2 School context

<b>Location:</b>	Christmas Creek Road, Hillview	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	21	
<b>Indigenous enrolment percentage:</b>	5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	15 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	17.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	943	
<b>Year principal appointed:</b>	2014	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), four teachers, two teacher aides, cleaner, two parents and 21 students.

Community and business groups:

- Parents and Citizens' Association (P&C) executive member.

Partner schools and other educational providers:

- Deputy principal Beaudesert State High School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Professional development plans
Investing for Success 2020	Strategic Plan 2017-2020
Hillview State School Framework	School Data Profile (Semester 2 2020)
OneSchool	School budget overview report
Professional Development Plan 2021	School newsletters and website
School Opinion Survey 2019	Student Code of Conduct
Headline Indicators (October 2020 release)	



## 2. Executive summary

### 2.1 Key findings

**The school presents as a positive learning environment that is safe, respectful and inclusive.**

Staff members articulate that they are driven by a belief that every child is capable of successful learning. The welcoming environment and enthusiasm of staff members and students are apparent across the school community. The principal, staff members, parents and students articulate the importance of positive and caring relationships for successful learning. Interactions between staff, students, parents and families are caring, polite and inclusive. The principal articulates that new enrolments into the school are welcomed warmly and positively encouraged to understand and adopt the three school expectations.

**Staff members express commitment to catering for the holistic needs of every student.**

An inclusion ethos is articulated through teaching and learning approaches that are student centred and driven by a collaborative purposeful goal of high expectations for authentic engagement. Individualised and small group programs are implemented for students with additional needs. An inclusive approach is taken to the provision of this support within the classroom as an additional resource to scaffold student learning. The principal articulates the value of this approach to meet student needs, recognising the importance of prioritising initiatives aimed at improving outcomes.

**The principal and staff members articulate a united commitment to the improvement in learning outcomes for the full range of students.**

The 2017 to 2020 School Strategic Plan and the Annual Implementation Plan (AIP) outline the school improvement agenda. The School Strategic Plan is organised around some of the domains of the National School Improvement Tool (NSIT) and reflects the improvement strategies from the previous review. The principal recognises the importance of collaboratively reviewing the Explicit Improvement Agenda (EIA) to determine an agreed narrow and sharp focus with strategies that are inclusive of the full range of students.

**Teachers work collaboratively to plan learning experiences within the school's curriculum framework.**

A curriculum overview for each term has been collaboratively developed and outlines the achievement standards of the Australian Curriculum (AC) the students are being taught within each learning area and theme. The curriculum overview is reviewed collaboratively at the beginning of each school year. Unit planning additionally includes the general capabilities of the AC and the cross-curriculum priorities. Formal processes to track teaching and student learning of achievement standards are yet to be clearly apparent.



**Assessment processes are aligned with the school's curriculum framework.**

The principal articulates the importance of investigating further opportunities to develop and embed a culture of collaboration and teamwork across the cluster and with like schools to share teaching practice and implement moderation processes to drive improved student outcomes. Some moderation processes have occurred with neighbouring schools. In-school moderation processes include practices to compare student writing samples with levelled writing samples from the Queensland Curriculum and Assessment Authority (QCAA). A whole-school moderation plan is yet to be developed.

**A culture of collegial support is apparent across the school with staff members speaking highly of each other.**

Teachers are skilled in the fields in which they teach and highly regarded by students, parents and community members. Teaching staff members express appreciation for the encouragement of the principal to explore areas of interest and their specific subject areas to further improve classroom delivery. The principal articulates the importance of implementing formal opportunities for effective modelling, coaching, observation and feedback on classroom practices.

**Gifted & Talented (G&T) clubs operate weekly for all students from Prep to Year 6.**

These clubs offer opportunities for students to participate in open-ended activities to develop creativity and Higher Order Thinking Skills (HOTS). Activities range from Lego Master Builders Club to Global Games Club, Art Wonders Club, Minecraft, Media Masters and show cooking. Parents and community members are invited to utilise their talents to teach students in the G&T Clubs. Students and parents express appreciation for the challenging and engaging learning experiences provided by involvement in these clubs.

**The school places a high value on community engagement and actively seeks to involve the community.**

The school hosts an annual community party at the local Hillview hall to celebrate the end of the school year. All community members are invited to attend, with the Parents and Citizens' Association (P&C) providing catering for the event. The school hosts another three community parties throughout the year that are attended by local community members, past students and families.



## 2.2 Key improvement strategies

Collaboratively review the EIA to determine a narrow and sharp focus with strategies that are inclusive of the full range of students.

Formalise processes to track teaching and student learning of the AC achievement standards.

Develop and maintain a whole-school approach to ‘before, after, after, end’ moderation practices as detailed in the P-12 curriculum, assessment and reporting framework (P-12 CARF).

Formalise further opportunities for effective modelling, coaching, observation and feedback on classroom practices.