

HILLVIEW STATE SCHOOL **SCHOOL ANNUAL REPORT 2008**

SCHOOL PROFILE

School community and location

Hillview State School nestles on a picturesque site on the western foothills of the Jimbroken Range near the junction of Christmas and Widgee Creeks. It was established in 1887 and serves a stable rural community. Our address is 1623 Christmas Creek Road, Hillview 4285. Our website is www.hillviewss.eq.edu.au The nearest town is Beaudesert which is approximately 32 kilometres north of Hillview. Our children come from Hillview, Lamington, Chinghee Creek and Laravale.

STATEMENT OF PURPOSE

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.

OUR VALUES AND BELIEFS

At Hillview State School we are committed to ensuring that:

- All of our actions promote the best interests of all students.
- All of our actions are of the highest quality that we can achieve.
- For all of our actions we are prepared to accept personal accountability.

At Hillview State School we believe in:

- Our School Motto “*Do to Succeed*”.
- Our children learning in a safe, tolerant, disciplined and supportive environment.
- Our children developing responsibility in the 5 C’s
 - Caring
 - Common Sense
 - Courtesy
 - Consideration
 - Co-operation.
- Our children feeling a sense of self-worth.
- Fostering a sense of school pride.
- Partnerships between all involved in the learning process.
- Preparing our children to be active, clever, skilled and creative and reflective Australian citizens.
- Our children developing the skills and desire for life-long learning.
- Supporting our children to become active citizens in community, economic and political life.
- Building our children’s confidence in their relationships with other cultures in Australia and abroad.

Students

There are 30 students currently attending our school. Over the past three years enrolments have ranged between 24 and 35. Enrolments expected in the next three years would indicate a figure of around 30. Our student population is stable with good attendance. Some of our students are descendants of the original free settlers of the area.

Curriculum programs and delivery

Currently our school has two co-educational multi-age teaching classes, Years Prep-3 and Years 4-7, offering a wide variety of learning experiences through a quality curriculum plan and Literacy Strategy across the eight key learning areas.

Teachers have progressively integrated learning technology into our school curriculum. This is a continuing process. There is a ratio of 1 to 2 computers to students. Under the Connect-Ed program our school has been fully connected to the internet. Our classroom computer network is one of the best in the Logan Beaudesert District. Each year our School's ICT Plan addresses key areas for improvement.

A number of visiting teachers service the school including Physical Education, Music, LOTE, Key and Learning Support. A Guidance Officer, Behaviour Advisory Team, Speech Language Pathologist and a Teacher Advisor Education Adjustments provide specialist services. To enhance our Arts program a part-time teacher is employed. An instrumental music program is offered.

The school has implemented a number of successful intervention programs and strategies to assist our students identified (by the Year 2 Net, Year 3, 5 and Year 7 tests) as having learning difficulties. Parents assist with these programs.

Staff

All staff are experienced with a great deal of expertise and have been employed at this school a number of years.

The school is staffed by

- a teaching principal (Gary Bolton – Diploma of Teaching, Graduate Diploma in Educational Administration)
- a classroom teacher (Cherrol McGhee – Diploma of Teaching, Bachelor of Education)
- 2 permanent/part-time teacher aides
- 2 casual teacher aides
- administrative assistant 14 hours per week
- temporary/part-time cleaner 11.75 hours per week
- casual groundsman
- a range of visiting special staff (see above)
- and a number of volunteer parents.

All staff are committed to learning and development and participate in suitable professional development opportunities. The total funds expended on professional development in 2008 was \$9,270.

The major professional development initiatives in 2008 were as follows:

- Literacy Training – P-3 Teacher
- QCAR Conference
- Budget Training
- District and Regional Administrators' Days
- First Aid courses
- Consumer and Financial Literacy workshop
- BEN Conference

The involvement of the teaching staff in professional development activities during 2008 was 100%. For further information on our school and its policies please contact the principal.

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008. From the end of the 2007 school year, 55% of staff were retained by the school for the entire 2008 school year.

Funding and Resources

The major source of school funding is provided through Education Queensland's grant allocation. The school has an annual budget of approximately \$100,000.

The Parents and Citizens Association also provide additional funds from fundraising for much needed school initiatives which enhances our children's education.

Facilities and Assets

Our school is situated on 4.252 hectares. It has a well resourced air-conditioned double teaching area, a library with an excellent collection of resources, a modern computer network, multi-purpose court, adventure playground and multi-play station. Our classrooms have been upgraded under the Building Better Schools program. In 2006, under the "Investing in Schools" program we began the construction of a Performing Arts Centre. It was completed in 2007. Our superbly maintained grounds create a pleasant shady environment with an attractive ANZAC Memorial Garden at the entrance to the building.

REVIEW OF LEARNING

(What have we achieved in implementing a learning framework to prepare our students for living in complex, multicultural, networked societies?)

The average student attendance rate as a percentage in 2008 was 92%

1. IMPROVED LEARNING OUTCOMES FOR THE DIVERSE RANGE OF STUDENTS AT OUR SCHOOL.

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	67%
Writing	100%
Number	67%

National Assessment Program – Literacy and Numeracy (NAPLAN) results					
Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		433	544	583
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	100 %	100 %
Writing	Average score for the school		419	519	575
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	100 %	100 %
Spelling	Average score for the school		444	503	563
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	100 %	100 %
Grammar and Punctuation	Average score for the school		415	547	599
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	100 %	100 %
Numeracy	Average score for the school		406	533	517
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	100 %	67 %

Our school has the following targeted intervention strategies to improve learning outcomes for all students.

- Support-A-Reader for all our year one students
- Support-A-Writer for all our year one students
- Support-A-Reader for our identified students
- Individual Education Plans for our students who are referred to the Support Teacher Learning Difficulties
- Education Support Plans for our students in care
- Individual Education Programs for children with disabilities
- One on one teacher aide support for our identified students in Literacy and Numeracy
- Behaviour Advisory Team support plans for our identified students
- Perceptual Motor program for lower school
- One on one teacher aide support for all students when needed
- Early Literacy Framework.
- "An Even Start" program for identified students
- One-on-one teacher aide support for identified students with speech language difficulties
- IESIP funds used for purchase of resources

2. A LEARNING FRAMEWORK WITH IMPROVED INTEGRATION OF CURRICULUM, PEDAGOGY, ASSESSMENT AND REPORTING THAT ENGAGES THE DIVERSE RANGE OF OUR STUDENTS IN:

- intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural, networked societies;
- early childhood programs that provide them with the foundations for success as lifelong learners; and
- experiences that develop competence in using, and confidence in applying, technologies in learning.

2.1 Percentage of our students, and parents and caregivers satisfied that they are getting a good education at our school. (Data from School Surveys)

	2006	2007	2008
Students	79%	100%	94%
Parents	93%	100%	100%

2.2 Percentage of our students satisfied with the way computers are used for learning (Data from School Surveys)

	2006	2007	2008
	86%	60%	81%

2.3 Our Annual Operational Plan, School Annual Report, ICT Plan, School Overview, Curriculum Plan and Literacy Strategy are based on a shared philosophy and an integrated learning program particularly across early childhood years.

2.4 Our Annual Operational Plan, School Annual Report, ICT Plan, School Planning Overview, Curriculum Plan and Literacy Strategy indicates that an integrated approach to curriculum, pedagogy, assessment and reporting is in place at our school. Some of our strategies that complement this approach are:

- Open days where our children showcase their learning from integrated units of work.
- A reporting process to our parents that includes a written report at the end of terms 2 and 4 and the opportunity for a parent/teacher interview at the end of terms 1 and 3.

RECOMMENDATIONS

- To continue to focus on achieving a high percentage of our students who do not need additional support in literacy and numeracy.
- To continue to strengthen the middle phase of learning by focussing on "The Middle Phase of Learning State School Action Plan".
- Our school will continue to have targeted intervention strategies to improve learning outcomes for identified students.
- To continue to meet the educational needs of all students with inclusive practices.
- To continue our integrated approach to curriculum, pedagogy, assessment and reporting.

REVIEW OF SCHOOL

(What have we achieved in creating a learning community that meets our diverse student and community needs?)

1. OUR SCHOOL HAS INNOVATIVE AND DISTINCTIVE STRATEGIES RESPONSIVE TO OUR STUDENT, PARENT AND COMMUNITY NEEDS

1.1 In consultation with our community, our school has developed and implemented the following documents which give us a clear educational rationale for our distinctive approach to improving learning outcomes:

- School Overview
- School Annual Report and Operational Plan
- Curriculum Plan
- Literacy Strategy
- Information and Communication Technology Plan

2. OUR SCHOOL HAS A PRODUCTIVE PARTNERSHIP WITH OUR PARENTS AND COMMUNITY

2.1 Our school has the following strategies to increase our community's access to school facilities and the enhancement of our school as a hub for community activities.

- an open school philosophy which encourages parent involvement in all classroom and outdoor activities
- a borrowing system which allows parent and community access to most of our school resources
- a fortnightly school newsletter and a community newsletter each semester
- a policy of using our facilities whenever possible for P & C and school activities
- invitations to the whole community re P & C and school activities
- maintaining a positive image of our school as a community asset that is a centre for learning and development
- using school surveys in all co-operative planning.

3. OUR SCHOOL PROVIDES A SAFE, TOLERANT AND DISCIPLINED LEARNING ENVIRONMENT

3.1 Percentage of parent/caregivers satisfied that the school is a good school. (Data from School Surveys)

2006	2007	2008
93%	93%	100%

RECOMMENDATIONS

- To continue to plan in consultation with our community
- To continue with strategies to strengthen the productive partnership with our community
- To continue to provide a safe, tolerant and disciplined learning environment.