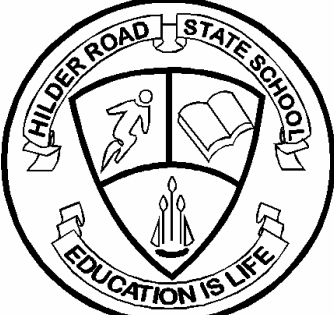


# Hilder Road State School

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## Principal's foreword

### Introduction

Our vision at Hilder Road State School is to provide intellectually challenging programs underpinned by high expectations.

At Hilder Road State School we aim to provide an environment where graduating students will demonstrate the ability to flourish in a changing world, 'decision-make and problem solve in a confident, effective and informed manner', become aware, be open-minded, tolerant and responsible participants in society; be confident, empathetic and effective communicators.

Our school staff, parents and students have worked collaboratively and enthusiastically towards the achievement of these goals for each student. Our school community sees education as a life-long journey and our school community also sees itself as part of the team responsible for preparing our students for this journey.

As you read the School Annual Report you should justifiably be proud of the achievements outlined. Your participation, support and professionalism have been critical in the performance improvements over the last twelve months.

### Future outlook

In 2009 it is our aim to improve in the areas of Gifted Education and Co-operative teaching within the school.

We will continue to provide financial and collegial support for the training of another Gifted Education Mentor (GEM). This person will have opportunities to engage the staff with Gifted Education practices and provide practical support for staff. Our Deputy Principal will continue to work with the families of Gifted Children in developing appropriate educational plans and documenting specific educational programs or transitions needed to best support learning.

Hilder Road SS will also work to hone co-operative teaching skills. Due to the open plan nature of the buildings, all classrooms are double teaching spaces. This creates a unique set of conditions which must be addressed in order to utilise the space effectively and efficiently. Teachers will co-operatively plan and co-ordinate the use of the space for the optimal benefit of the students.

## Our school at a glance

### School Profile

Hilder Road State School is a co-educational state primary school, which caters for students from Prep to Year 7. Our current enrolment is approximately 340 children. The school is located on Kaloma Road in the Brisbane suburb of The Gap. It is of modern design and set within 6.4 hectares of very attractive landscaped grounds, which include an Olympic size athletic track, soccer, netball and cricket areas. Our grounds provide excellent opportunities for outdoor activities and are regularly accessed by community sporting groups.

Our school community consists of highly literate families who value education and support the students enthusiastically. The school's community is stable, resourceful, interested and single-minded in its desire for the students to achieve to their best.

This positive attitude to education is reflected in parental expectations, their high level of involvement, as well as in the high levels of achievement attained by our students from the Preparatory Year to Year 7. The school has a fairly homogeneous student population with a significantly high number of students performing above state and national benchmarks in standardised tests. The students at the school are for the most part highly motivated both physically and intellectually.

The school is managed through a well defined decision making structure that involves administrative, professional and ancillary staff together with representatives from the parent and student body and also from the wider community.

Partnerships extend to more than 150 volunteers, who work in and for our school.

At Hilder Road State School we welcome parental and community involvement and regularly communicate with parents regarding students, school, learning and workforce priorities using a variety of mediums and forums.

Enrichment and support programs, extra and co-curricular activities are well resourced and available for every year and ability level.

Our aim at Hilder Road State School is to skill students in the use of contemporary communication and information technology as part of the teaching / learning process. The school's physical layout, equipment, resources and environment provide excellent opportunities to enhance the learning process for all students.

In its thirty years our school community has developed a sense of pride in the academic, sporting, musical and cultural achievements of our students.

### Curriculum offerings

#### Our distinctive curriculum offerings

Early Phase of Learning (Prep to Year 3) with its emphasis on student negotiated learning opportunities and based in active learning classrooms

Middle Phase of Learning (Years 4-7) where higher order thinking is promoted along with student learning responsibilities and gender appropriate teaching and learning strategies

Information Communication & Technology instruction supported by a Technology Teacher and Teacher Librarian from Prep to Year 7 includes Lap Top Instruction (Years 6 and 7)

Dimensions of Learning – including ' Habits of Mind' from Prep to Year 7

Social Skill Program (Prep to Year 7) which incorporates Habits of Mind, Values and Drug Education

Responsible Behaviour Plan for Students including a whole school focus on anti bullying behaviours

Nightingales (Prep – Year1), Rockin' Robins (Year 2), Junior, Senior & Hilder Blues (All Boys) Choirs

Instrumental Music Programs (Strings, Woodwind, Brass and Percussion)

University of Queensland Sporting Programs (Years 3 & 4)

Interschool, Intraschool, District & Regional Sporting Competitions

Swimming (Prep-Year 7)

## Our school at a glance

### Art Mural Group Program

Student Leadership program (Years 4 to 7) includes a Student Council, Sports and Music Leadership Activities/ Year 7

Assembly Leadership and the Feel Good Team.

Reading Friends and Student Buddy System

Extension programs with The Gap SHS include Maths, Art , Chinese and Music along with Cluster Programs for the gifted students which include GRIPPS, Ringbalin and Bardon Young Writer's Camp

### Extra curricula activities

Instrumental Music Ensembles

Queensland Youth Music Awards, Fanfare, ANCA and other music competitions

Cross Country and Track and Field Training

District Sport Selection Trials

Auskick, Joey and Oz Tennis, Soccer and Netball

Queensland Writer's Workshop, Athletics, National Science, Maths, Technology and English Competitions

### How computers are used to assist learning

At Hilder Road State School computers are used as an integral tool for teaching and learning across all Key Learning Areas. We provide a high level of student access to networked computers in the classrooms and via 2 computer labs, at a ratio above Education Queensland requirements. A Technology Teacher supports students, teachers and parents three days per week and the Teacher Librarian complements this support for 3 days per week. Teachers explicitly plan to support students to research, investigate, design, create, evaluate and communicate using contemporary technological resources and devices. Teachers continually extend their knowledge, skills and abilities to make information communication technologies integral to student learning. Students are supported, encouraged and challenged to extend on their prior knowledge using computers and other technologies. Parents and community members are also offered Information Communication and Technology training at our school.

### Social climate

Our school community works together to promote high expectations of our Hilder Road State School members, parents, staff and students. Our school expects and receives support from students and parents in the implementation of our beliefs and value statements.

Hilder Road State School's Responsible Behaviour Plan and Social Skill Program is supported and enacted by parents, students and staff. Our approach to developing responsible behaviours is focussed on building and maintaining relationships and by ensuring consistency and continuity across the school.

The community of Hilder Road State School is committed to supporting learning. Respect and successful outcomes are possible due to the safe and cooperative climate that has been developed. The school community recognises, accepts and values individual differences. Optimal learning opportunities are created for the teachers to provide a challenging and engaging 'real-life' curriculum for the students. This curriculum is not only reflective of our community's values but also supportive of developing capable and competent citizens of tomorrow.

In all areas of the School Opinion Survey relating to School Climate, most parents were satisfied or very satisfied with the questions about safety at school, being treated fairly, behaviour at our school and their children being happy to go to our school. All responses for 2008 were higher than State means.

### Involving parents in their child's education.

We see parental involvement as critical to the success of students learning. Parents are welcomed at all levels of school life. Whether it be working in the classroom to assist with reading, maths or art activities or accompanying students on excursions, camps or swimming lessons or as part of the school decision making groups our school values the contribution that is made by parents. Our aim is to establish a safe, supportive and cooperative environment where the school and wider community work together. Parents receive training in a variety of school programs and the school and P&C Association work well together for the benefit of our students.

We encourage all care givers to become part of the Hilder Road "family" by:

Attending School Assemblies each Friday

Sharing Family Literacy & Numeracy experiences, joining the class for literacy or numeracy sessions

Assisting with the International Student Homestay Program

Assisting with school sports carnivals, Interschool, District, Regional Sports

Attending Early Phase & Middle Phase of Learning events; Musical performances

Supporting extra or co-curricular or extension activities

Becoming a Religious Instruction volunteer

Participating in Parent Information Evenings, Parent Teacher Interviews, Class Culminating activities

Offering to assist at Excursions and Camps

Joining the P&C Association

Becoming a P&C Parent Class Representatives

Attending Parent Forums and training programs

Involving yourself in the Music Support Group

Volunteering in the Tuckshop, Uniform shop, at P&C Fundraising events such as Movie or Trivia Nights, the School Carnival

Helping the Craft Group to prepare for the Mothers/Fathers day stall

Helping to organize the Year 7 Graduation

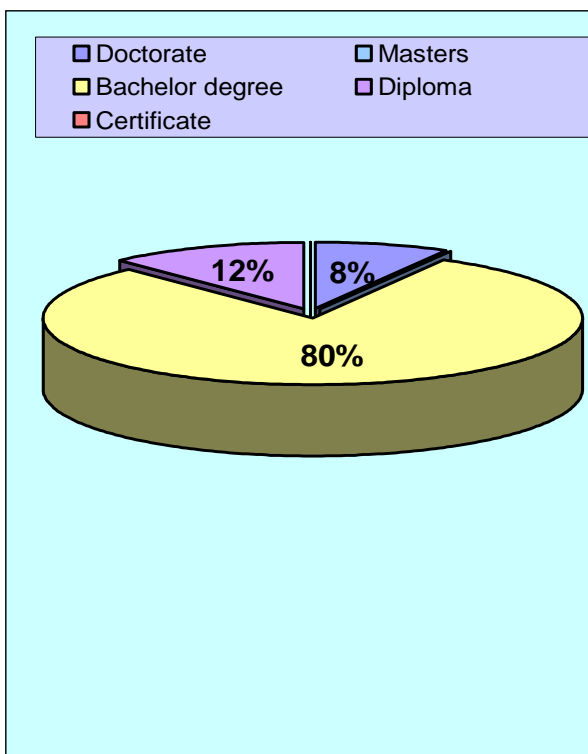
Attending Musical celebrations and events that showcase our talented



## Our staff profile

### Qualifications of all teachers

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	2
Masters	0
Bachelor degree	20
Diploma	3
Certificate	0



### Expenditure on and teacher participation in professional development.

Our teachers are highly qualified practitioners but our school is committed to ensuring that they too are lifelong learners. We commit approx 20% of our school budget to ensure this. The total funds expended on teacher professional development in 2008 were \$18698.

Our teachers and non teaching staff met regularly with the Administration team to identify learning needs and to identify the most appropriate professional development available. This builds capacity and ensures up to date knowledge and skilling of our staff. In addition to external training, each Thursday afternoon the staff works together on selected Professional Development activities.

The major professional development initiatives in 2008 were:

- \* Getting Gifted with QCAR – Conference
- \* Gifted Education – Differentiation
- \* Gifted Education – Coffee Circle
- \* Information Communication Technologies for Learning – ICT Pedagogical licence
- \* Habits of Mind
- \* Curriculum mapping across the school
- \* QCARF – including alignment of planning and assessment and the development of criteria sheets
- \* Assessment and Reporting - School and Cluster moderation
- \* NAPLAN implementation – maximising achievement

The involvement of the teaching staff in professional development activities during 2008 was 100%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

### Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 90 % of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 95 %.

### Key outcomes

**National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.**

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		479	519	563
	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	97 %	100 %	100 %
Writing	Average score for the school		442	490	553
	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	98 %	100 %	95 %
Spelling	Average score for the school		420	479	528
	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		434	522	538
	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 %	98 %	95 %
Numeracy	Average score for the school		416	511	561
	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 %	100 %

### Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	92%
Writing	98%
Number	93%

## Performance of our students

### Value added

#### LEARNING

The Social Skills Program proved to be most successful with support from Arts Council performances and with Habits of Mind and Values Education connected to the monthly focus of the Program.

P-3 Curriculum Continuity continued to be a bonus for student learning in the Early Phase with the Prep classes ending the year as confident young people ready for school.

With more computers and other digital devices available to all students within the classroom, ICTs for learning regularly added value to the teaching and learning process

#### SCHOOL

Greater involvement of parents and the community in curricular and extra curricular activities was noted especially with the P&C Class Parent Representatives

Community response to the new reporting system highly favourable and we look forward to enlisting parent feedback again in 2009.

#### WORKFORCE

Refinement of school moderation, assessment and reporting processes to ascertain student performance based on agreed Standards was a growth area for the teachers with positive outcomes for our students. Cluster wide moderation practices refine and enhance teacher knowledge and understanding of criteria and standards for student work.

The use of the Performance Framework for Teachers as the provocation for professional discussions was an added value to building career paths and promoting personal responsibility for the teachers' professional growth.

With the Acting Deputy Principal securing a Principalship of her own, 2008 saw Hilder Road SS with a new Acting Deputy Principal. She brought to the school her own administrative style and quickly developed collegial, parental and student relationships. She also brought a knowledge base surrounding gifted Education and is a qualified Gifted Education Mentor (GEM).

### Parent, student and teacher satisfaction with the school

Hilder Road State School surveyed performance in relation to the State 2007-2008:

**STUDENT** Opinions in 2008 across all performance areas were higher than or similar to the State. Survey results indicated a greater satisfaction in curriculum, school climate and pedagogy than in 2007.

**PARENT** Opinions on overall school performance in 2008 was higher than in 2007. All responses were higher than or similar to the State.

**STAFF** Opinions on overall performance were higher than the State in all areas but Work Roles. In 3 areas Opinions had improved from 2007.

Staff Opinion data has consistently been in the top 5 across the District for more than 7 years. In addition to the surveys conducted by Education Queensland the school regularly surveys parents to assess levels of satisfaction. These are available on request and are often summarized in the School Newsletter.