

Harrisville 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 **Harrisville State School** from **15 to 16 June 2020**.

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.

An action plan will be developed and submitted to EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Anthony Ryan	Internal reviewer, EIB (review chair)
Laurelle Allen	Internal reviewer



1.2 School context

Location:	Hall Street, Harrisville	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	56	
Indigenous enrolment percentage:	1.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	9.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1015	
Year principal appointed:	2019 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), five teachers, guidance officer, administration officer, four teacher aides, chaplain, 12 parents and 21 students.

Community and business groups:

- Local business owner – Hairdresser.

Partner schools and other educational providers:

- Good Start Early Learning Peak Crossing.

Government and departmental representatives:

- Councillor for Division 6 Scenic Rim Regional Council and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Sample Individual Curriculum Plans
Investing for Success 2020	Responsible Behaviour Plan for Students
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Reading Framework	Numeracy Framework
School based curriculum, assessment and reporting framework	Sample student reports



2. Executive summary

2.1 Key findings

Staff, parents, and community members express pride in the school and view it as an integral part of the local community.

Staff members value historic and newly-formed links between the school and the community and speak of a 'blurring of the boundaries' between school and community. The principal and staff place a high priority on building and maintaining positive and caring relationships between staff, students and parents. The tone of the school is calm, friendly and ordered with an attractive and well-maintained environment.

A broad range of staff experience is enjoyed by the school.

A culture of staff collegiality is apparent throughout the school. Staff are committed to the school and enjoy opportunities to work together in an environment whereby collegial trust and respect are valued. Staff members speak highly of the professional work ethic and commitment of their colleagues.

Staff members identify implementing the Australian Curriculum (AC) as the current improvement agenda.

Staff are supportive of the school's improvement agenda with staff members working hard to meet school expectations regarding implementation processes. Some staff identify a challenge to maintain a sharp focus with the improvement agenda with additional priorities within the school. The principal identifies an opportunity to develop a sharper focus for the Explicit Improvement Agenda (EIA) with associated roles and responsibilities and timelines for documentation and implementation.

The school has prioritised the development of a coherent, sequenced plan for the delivery of the AC within the 2020 Annual Implementation Plan (AIP).

Teachers express value for the band plans that are currently under development, and explain that a process to ensure all aspects of achievement standards are covered within a band continues to be a collaborative effort. Teachers identify the development and implementation of an 'A/B' cycle across all learning areas as a next step in the development of the curriculum plan.

The education team recognises highly effective teaching as the key to improving student learning.

The school pedagogical framework, reviewed in 2016, is based upon the Dimensions of Teaching and Learning (DoTL) pedagogical model. Teaching staff identify that some elements of the framework reflect current practice and school expectations. Teacher understanding and knowledge of the pedagogical framework is variable. The school is yet to develop, document and implement a full set of agreed teaching practices that align with current school approaches.



The principal is establishing a model of shared leadership to implement school programs and operations.

A roles and responsibilities plan that details key actions, implementation timelines and specific accountabilities in relation to school programs is emerging through the actions of individuals. A statement of roles and responsibilities for the EIA is yet to be developed and documented.

The principal views developing an expert team as central to improving outcomes for all students.

Capability development opportunities are provided at staff meetings and external Professional Development (PD) events. A documented, whole-school professional learning plan and associated budget to support school and individual learning priorities is emerging. Aligning staff performance and development plans, and the school's professional agenda with the EIA and strategic plan is yet to occur.

The school has developed a consistent reading framework across the school.

The reading framework provides teachers with a set of strategies and common language to be used school-wide. Teachers acknowledge that implementation of the reading framework has been a focus for several years. Staff express appreciation for the coordinated implementation of this framework.

Teacher aides are a highly valued resource in the school and are dedicated to supporting the educational outcomes of students.

Teacher aides are provided with professional learning opportunities that align to the priority areas. They articulate appreciation for the opportunities to develop their expertise to support the range of students they engage with each day. Teacher aides express satisfaction regarding teacher communication and classroom preparation to support student learning.



2.2 Key improvement strategies

Collaborate with teachers to define an EIA, the agreed practices relating to the EIA, what this looks like in their practice and regularly monitor implementation to promote consistency.

Develop three levels of curriculum planning that establish an A/B cycle to cater for multi-age classrooms.

Collaboratively develop, implement and quality assure a pedagogical framework that reflects the agreed teaching practices.

Develop a statement of roles and responsibilities in relation to the EIA to ensure the identified accountabilities, key actions and implementation timelines are met and effectively communicated to all staff members.

Collaboratively develop a school professional learning plan for all staff that aligns staff Annual Performance Development Plans (APDP), the school professional agenda and regular induction, coaching, mentoring, observation and feedback opportunities aligned to the EIA and strategic plan.