

# Harristown State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Harristown State School** from **17 to 19 June 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Sue Royle	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Location:</b>	South Street, Toowoomba
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1911
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	503
<b>Indigenous enrolment percentage:</b>	30 per cent
<b>Students with disability enrolment percentage:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	870
<b>Year principal appointed:</b>	2015
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	26.3
<b>Significant partner schools:</b>	Harristown State High School, Denise Kable Campus
<b>Significant community partnerships:</b>	Harristown State High School, Kids Hope Aus One-to-One Mentoring, Denise Kable Campus, Child and Youth Mental Health Service (CYMHS) school link, Domestic Violence Action Centre (DVAC), Manna House, True Relationships, Family and Child Connect (FACC), Multicultural Development Australia (MDA), Queensland Program of Assistance for Survivors of Torture and Trauma (QPASST), Toowoomba Hospital Child Development School Services, Child Psychologist, Police-Citizens Youth Club (PCYC) Restart program, PCYC Indigenous Community Sport and Recreation officer, PCYC Rock and Water program, Carbal Medical Services, Evolve, therapy dog, Essilor Vision Foundation, Harristown State High School Clontarf Academy, Dynamic Deadlies, Emergency Services, Mayhem Dance, Hear and Say, New Hope Church



<b>Significant school programs:</b>	Positive Behaviour for Learning (PBL), Zones of Regulation, Resilience, Rights and Respectful Relationships, Heroes Academy, International Heroes Headquarters, supported play, Hero Playgroup, DRUMBEAT, Girl Wise school program, basket weaving, Bella Girl program, Strength, Dynamic Deadlies, Solid Pathways, Prep transitions, Concordia
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### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Head of Curriculum (HOC), guidance officer, Business Manager (BM), English as an Additional Language or Dialect (EAL/D) coordinator, two special education teachers, 22 teachers, 17 teacher aides, administration officer, 49 students and 39 parents.

Community and business groups:

- Parents and Citizens' Association (P&C), CatholicCare Social Services and local chaplaincy committee member.

Partner schools and other educational providers:

- Harristown State High School and Goodstart Early Learning Child Care Centre.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**A culture of caring, belonging, sense of community and partnerships is clearly apparent across the school.**

The school culture has changed over the last few years with enrolment growth and a diversity of cultures. The school has embraced the changing student population and implements strategies to engage students in successful learning matched to their identified needs.

**A range of experience, confidence and expertise is apparent in the teaching team.**

The school leadership team acknowledges the culture of collegiality and intentional collaboration amongst staff members. Teachers are appreciative of the time allocated to year level cohort meetings for the joint analysis of student achievement and the opportunity to discuss pedagogical practices with knowledgeable others. Teaching staff members are committed and passionate about supporting student learning including social and emotional development.

**The school's Explicit Improvement Agenda (EIA) is clearly defined to improve all students' ability to read.**

The documented approach to achieve the EIA has three areas of focus, including purposeful curriculum and pedagogy, Positive Behaviour for Learning (PBL) and attendance, and mental health and wellbeing. Each focus area has a range of strategies to support the goal. EIA aligned roles and responsibilities of school leaders and associated action plans are yet to be developed, shared and systematically monitored.

**The school has an explicit, sequenced curriculum and assessment plan for curriculum delivery across Prep to Year 6.**

The school curriculum is yet to explicitly identify a focus on the general capabilities, such as literacy and numeracy, Information and Communication Technology (ICT) and creative thinking, personal and social capability and ethical behaviour. The curriculum unit planner requires teachers to identify opportunities to document differentiation under environment, process, product and resources.

**Staff commitment to ongoing professional learning provides a solid platform to collaboratively address barriers to successful learning for all students.**

A range of collegial engagement and professional learning opportunities is documented. The school leadership team is committed to further developing the professional learning opportunities and providing quality feedback to improve teaching and learning. The document is yet to identify timelines and responsible staff to support the implementation of the plan.



**Teaching staff members identify the Professional Learning Teams (PLT) meetings support their understanding of expectations and consistency across the school.**

The recently developed PLT is used to bring year levels together with members of the leadership team to map success criteria in English and mathematics, differentiation, mid-course correction, moderation of Levels of Achievement (LOA) and data wall reflection. Some staff members have identified the opportunity during PLT meetings to establish goals for staff development with a focus to review the goal at subsequent meetings.

**Staff members acknowledge the diversity and complexities of the school community.**

Staff members identify a desire to have more support to understand the school expectations regarding behaviour. Reviewing whole-school approaches for managing student behaviour ensuring consistent implementation of agreed strategies to support effective learning and high levels of positive behaviour is identified by leaders as a strategy to support staff work satisfaction.

**The school leadership team actively seeks ways to enhance student learning and wellbeing.**

They actively build relationships with community and government support organisations to ensure staff and students have access to high quality and timely social, emotional and health support. Many community partnerships have become an accepted part of the school culture.

**The school's leadership team is committed to working with staff to continually refine the school's inclusive practices.**

The school works towards defining and implementing strategies to ensure the school's inclusive education framework supports a whole-school approach for students with disability and other students with diverse needs. Staff indicate a high degree of satisfaction with the support provided by the school's inclusive practice teams.





## 2.2 Key improvement strategies

Collaboratively develop a statement of EIA aligned roles and responsibilities for school leaders to ensure there are established accountabilities and clarity of strategic roles.

Collaboratively refine the whole-school curriculum and assessment plan that includes all elements of the Australian Curriculum (AC), including the general capabilities and cross-curricular skills that will further engage and challenge the full range of students.

Collaboratively review the collegial engagement and professional learning plan to include roles, responsibilities and timelines to embed agreed high-yield teaching strategies through targeted modelling, coaching, mentoring, Professional Development (PD) and ongoing collegial engagement with quality feedback.

Enhance and embed the PLT process to support the deep understanding of school expectations aligned to the EIA.

Ensure the whole-school approaches for managing student behaviour enable consistent implementation of agreed strategies to support effective learning, high levels of positive behaviour and an improvement in staff satisfaction.