

Herberton State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Herberton State School** from **29 to 31 August 2017**.

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 consider 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Garry Drummond	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Primary Campus: Elwyn Phillips Memorial Drive, Herberton Secondary Campus: Grace Street, Herberton
Education region:	Far North Queensland Region
Year opened:	Primary Campus: 1881 Secondary Campus added: 1912
Year levels:	Prep to Year 10
Enrolment:	174
Indigenous enrolment percentage:	30.45 per cent
Students with disability enrolment percentage:	9.19 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	946
Year principal appointed:	2016
Full-time equivalent staff:	43
Significant partner schools:	Atherton State High School
Significant community partnerships:	Queensland Agricultural Training College (Walkamin)
Significant school programs:	Reading to Learn (R2L)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD), guidance officer, 13 students, 11 teachers, eight parents, seven teacher aides, four cleaners, facilities officer, Business Manager (BM), two administration assistants, school health nurse, tuckshop convenor, Parents and Citizens' Association (P&C) president and secretary.

Community and business groups:

- Little Scholars Play Based Learning Centre, Queensland Police Service, Historical Village Herberton, Herberton Mining Museum, Queensland Agricultural and Training College.

Government and departmental representatives:

- Councillor for Division 1 Tablelands Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Annual Improvement Priority and Strategies
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 2nd release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Herberton State School Team Site	Curriculum planning documents
Systems Documentations	School Change Model
School pedagogical framework	Timelines for Cultural Change
Read To Learn Framework	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Action Timeline aligned to National Improvement Tool school domains



2. Executive summary

2.1 Key findings

The school presents as an optimistic and positive community.

Students, staff members and parents speak well of the school. The campuses are well resourced and plans are established for improving the physical appearance of the sites.

School staff members are committed to the success of all students.

There is a belief across the school that all students can learn and achieve. There is a focus on early intervention in the classrooms and the playground to maximise student engagement and achievement.

The principal has invested significant time and resources in building a school-wide culture focusing on student and staff wellbeing and achievement.

Staff members and students articulate a strong sense of belonging and optimism for the future. There are positive caring relationships between staff members and students. This is demonstrated by the manner that staff members, students and parents interrelate across the two campuses.

The principal researches current evidence-based best practice and models for educational change to develop the school strategic direction.

An aspirational collaboratively developed school improvement agenda describes, 'Every student, every semester, achieves his or her learning targets and earns a C or better for all subjects on his or her report card'. The school leadership team is yet to fully clarify what priority area is the central point for a whole-school intensive focus.

The principal identifies the implementation of Detailed Reading from the Reading to Learn (R2L) program as the school's Explicit Improvement Agenda (EIA).

Staff members and some parents are aware of this school focus. The leadership team is purposefully considering the impact of the R2L program on teacher capacity and improved student learning outcomes. This agenda is yet to include explicit school-wide targets expressed in terms of measurable student outcomes. Timelines for implementation and processes for measuring effectiveness of the program, and progress towards targets are yet to be developed.

Curriculum into the Classroom (C2C) resource materials are referenced by teachers in the primary and secondary campuses as their starting points for curriculum planning.

The school leadership team articulates the need to develop a coherent and sequenced plan for curriculum delivery that is informed by the Australian Curriculum (AC) and clearly outlines what teachers should teach and students should learn across the years of schooling.



The principal is collaboratively developing a school pedagogical framework that outlines the expected use of effective teaching strategies and systems throughout the school.

The school teaching and learning framework encompasses all areas of the school improvement hierarchy and requires school staff members to develop, consolidate and embed some practices that are new to their repertoire of teaching skills. The principal articulates the need to develop processes and professional learning opportunities to support the different stages of staff confidence and capacity in working within school pedagogical expectations.

School leaders articulate that reliable and timely student data is essential to the effective leadership of the improvement agenda.

The leadership team is working to increase teachers' knowledge and confidence in the collection and interpretation of student achievement data. The leadership team recognises the need to develop a whole-school approach to the gathering, recording and interpretation of student data.

The school has established partnerships with parents and the local community and there is growing community confidence in the school's capacity to deliver a quality education.

The development of a Parent-Community Framework to engage parents and the wider community with the school is identified by the leadership team as a priority. The school has recently become an Independent Public School (IPS). It is in the process of establishing a school council to guide and monitor its strategic direction.

The school celebrates and embraces the cultural backgrounds of Indigenous students.

This is demonstrated through celebrations of National Aborigines and Islanders Day Observance Committee (NAIDOC), prominently displaying cultural artefacts and artwork, and involving local Elders in the everyday operations of the school.



2.2 Key improvement strategies

Narrow, sharpen and communicate the school's EIA including school-wide targets for improvement and accompanying timelines.

Develop processes to systematically evaluate the effectiveness of initiatives and programs within the school's EIA in delivering improved student learning outcomes and school performance.

Build staff members expertise in planning, assessing and reporting of AC and school curriculum plan expectations.

Continue to develop and implement the school pedagogical framework and expectations for teaching and learning.

Build the data literacy of all staff members through the development of the school data plan.

Explore strategies to increase the involvement of parents and community members through the establishment of a Parent-Community Framework.