

Herberton State School P-10

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 **Herberton State School P-10** from **13 to 15 September 2021**.

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

1.1 Review team

Ray Bloxham	Internal reviewer, EIB (review chair)
Sandra Perrett	Internal reviewer
Daniel Lyndenmayer	Peer reviewer



1.2 School context

Location:	Primary Campus: Elwyn Phillips Memorial Drive, Moomin Secondary Campus: Grace Street, Herberton	
Education region:	Far North Queensland Region	
Year levels:	Prep to Year 10	
Enrolment:	152	
Indigenous enrolment percentage:	25.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3.29 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	909	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD), guidance officer, 31 students, 10 teachers, 12 parents, six teacher aides, Business Manager (BM), two administration assistants and Parents and Citizens' Association (P&C) secretary and treasurer.

Community and business groups:

- Cowboys – Resilience Project coordinator and Vocational Partnerships Group (VPG) service coordinator.

Partner schools and other educational providers:

- Irvinebank State School principal and Little Scholars Play Based Learning Centre director.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Investing for Success 2021	Explicit Improvement Agenda 2021
Headline Indicators (April 2021 release)	Strategic Plan 2021-2025
OneSchool	School Data Profile (Semester 1 2021)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Annual Implementation Plans 2021-2025	



2. Executive summary

2.1 Key findings

School leaders and teachers demonstrate a deep knowledge of the Australian Curriculum (AC), achievement standards and content descriptions, in addition to the importance of teaching the AC.

A range of staff members, including the principal and some teachers, is identified as curriculum leaders in the school. Unit planning sessions have been facilitated by the principal. As new programs are introduced, Professional Development (PD) is provided to teachers to ensure that they have a deep understanding of the programs. The school is engaging with the regional Principal Advisor – Teaching and Learning (PATAL) as part of their current focus on teaching and learning.

The school exemplifies an environment of high expectations for behaviour that enables students to engage in learning successfully.

The school has maintained a long-term focus on establishing an environment that is calm, respectful and focused on positive behaviours, student wellbeing and learning. A strong positive school culture has developed and is embedded as a result of the successful implementation of a range of student wellbeing programs and staff members' consistency in their delivery. Students express appreciation of the staff and their peers for creating the positive, welcoming and supportive school environment.

School leaders are focused on teaching and learning as part of their 'turnaround journey'.

The school collaboratively developed a sequenced plan for curriculum delivery that provides teachers with an overview of what they should teach and what students should learn. The level one provisioning document provides an overview of the learning areas that are covered yearly and in bands. The level two planning documents provide teachers with year and band plans for most learning areas. Year/band plans are aligned to the Curriculum into the Classroom (C2C) resources and provide teachers with an outline of the units to be covered each term. Some teachers articulate the importance of reviewing these documents to ensure there is alignment between the recently introduced programs, curriculum resources and the AC.

Teachers articulate ongoing commitment to continuing to enhance their knowledge of curriculum.

Moderation is identified as a key component in this process. The leadership team has worked with teachers to build their understanding of the different types and phases of moderation. Leaders articulate the importance of revisiting these components and systematising the moderation processes, within the school and with other schools. Teachers express a desire to engage proactively in the moderation process, including across campuses.



The teaching team articulates that they are focused on providing all students with a *'World's best'* education.

The leadership team recognises the importance of highly effective teaching and its impact on improving student learning. Leaders are driving the school improvement agenda, whereby all teachers are encouraged to utilise evidence-based pedagogies in all teaching environments. Teachers are aware of the expectations regarding the use of effective teaching strategies aligned to key programs and learning areas. Teachers articulate the importance of doing their best for students and recognise the value of observation and feedback, and Watching Others Work (WOW) to provide consistency across the school and to further develop their capability.

Collegiality and support amongst staff members are high and are promoted and modelled by leaders.

A genuine, positive, caring and supportive relationship exists between staff, students and parents. Staff connectedness, collaboration and support are strong at each campus. Teachers provide advice, feedback and informal coaching to one another in relation to curriculum delivery, assessment and classroom management. Some staff express a desire to strengthen the collaboration between the two campuses.

Teaching practices across the school reflect the belief that all students are able to learn.

Teachers identify the importance of providing appropriate learning opportunities and the required support to ensure all students continue to learn and grow. Students express appreciation of the support and commitment displayed by the teaching team. The leadership team and staff members articulate the importance of doing whatever it takes to support all students to be able to engage effectively. Students articulate that one of the best things about the school is that everyone is 'kind, welcoming and supportive'.

Leaders are passionate about ensuring that students and staff have access to high quality learning environments.

Teachers ensure classrooms are well organised, friendly, welcoming and attractive places for students to learn in. Artefacts that support student learning and displays of student work are apparent in classrooms. Students take pride in the school and this is reflected through the many and various learning artefacts they have produced. Secondary students are actively enhancing and maintaining classroom surrounds as part of their project-based learning. Parents express appreciation and pride in being part of the school.



2.2 Key improvement strategies

Collaboratively review and update the suite of curriculum documents, including the three levels of planning, reflecting current practice and documenting the full coverage of the AC.

Reinvigorate and systematise moderation processes, including the different types and phases of moderation, enhancing teacher knowledge of curriculum and assessment.

Further develop the capability of the school team, regarding whole-school pedagogical approaches and high impact teaching strategies, aligned to key programs and learning areas, including observation and feedback, coaching, mentoring and WOW.

Refine ways to build connectedness between staff from the primary and secondary campuses to continue to promote positive school culture.