Highland Reserve State School

Executive Summary

School Improvement Unit

Queensland Government
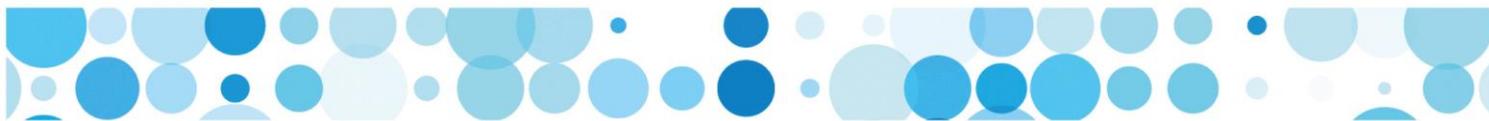
Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Highland Reserve State School** from **19** to **23 July 2018**.

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

Garry Lacey   Internal reviewer, SIU (review chair)

Warren Merchant   Peer reviewer

Pam Hall   External reviewer

1.2 School context

Location:	Reserve Road, Upper Coomera
Education region:	South East Region
Year opened:	2009
Year levels:	Prep to Year 6
Enrolment:	907
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1025
Year principal appointed:	Semester 2, 2015
Full-time equivalent staff:	53
Significant partner schools:	Pacific Pines State High School, Upper Coomera State College, Helensvale State High School
Significant community partnerships:	Coomera South Neighbourhood Network, Coomera - Northern Schools Alliance, Independent Public Schools (IPS), South East Region Age-appropriate pedagogies (AAP) network
Significant school programs:	Programs of Excellence (Academic and Music), Vocal Excellence, Guitar Academy and Rock Bands, Maths Rockets, Reading Rockets, Public Speaking and Debating, Accentuate, Collaborate, Evaluate (ACE) Elective Program, iREAD and iSPELL, iLearn@HRSS, Positive Behaviour for Learning (PBL), instrumental program, Solid Pathways

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, four leaders of learning, Head of Special Education Services (HOSES), guidance officer, programs of excellence coordinator, two Support Teachers Literacy and Numeracy (STLaN), 32 classroom teachers, two Health and Physical Education (HPE) teachers, two music teachers, three Special Education Program (SEP) teachers, strings teacher, instrumental music teacher, Business Manager (BM), three administration officers, 16 teacher aides, Hive coordinator, 22 student leaders, 56 students and 16 parents.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president and tuckshop convenor.

Partner schools and other educational providers:

- Coordinator Outside School Hours Care (OSHC) program and coordinator local child care centre.

Government and departmental representatives:

- Member for Theodore, Councillor for Division 2 City of Gold Coast and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2017-2020
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Reading action plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	2020 Strengths-based Story

2. Executive summary

2.1 Key findings

The school leadership team and staff members have developed a school culture that reflects a commitment to providing quality student learning.

Staff members are proud of their school and are ardent regarding the wellbeing of students. Staff members articulate an understanding of the importance of positive and caring relationships as essential to successful learning and work to build mutually respectful relationships across the school community.

Staff members, students and parents express the view that the school has established and is maintaining a safe, supportive and disciplined environment that is promoting a positive culture at the school.

The school committed to implementing the Positive Behaviour for Learning (PBL) framework in 2015. This has engendered a whole-school approach to managing student behaviour. School-wide expectations are displayed in each classroom, the playground and other spaces around the school. There is a positive incentive program, Bee awards, to encourage appropriate behaviour. The overarching school rules to teach and promote high standards of responsible behaviour are '*Be safe, Be a learner, Be respectful, Be responsible'*.

The professional culture of the school inspires staff members to exhibit high levels of professional energy for the work they do in the school.

Teaching staff seek out the advice and support of school leaders, in addition to their peers, and actively seek their input to ensure that student learning and engagement are a high priority. Staff members articulate great pride in the work they do in the school and work hard in the interests of their colleagues and students. The ongoing support received from members of the leadership team is highly regarded by all staff resulting in high levels of morale.

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

There are three focus areas for improvement in 2018 that are articulated in the school's Explicit Improvement Agenda (EIA) document. These include improving learning outcomes for students in reading and spelling, and implementing strategies to ensure high levels of student and staff wellbeing. There is strong commitment from members of the teaching team to implementing the various elements of the EIA in classrooms. Many teachers indicate they would value further time and ongoing support to embed expected practices into their teaching repertoire.

The leadership team views regular, reliable data regarding student outcomes, behaviour and attendance as essential for their effective leadership of the school.

Opportunities are provided for teachers, teacher aides and leaders of learning to engage in regular discussions about reading and spelling using five-week data cycles. Professional Learning Team (PLT) meetings are used to discuss student performance, identify starting points for learning and reflect on teaching practice. Conversations with teachers reveal varying degrees of confidence and expertise in analysing and responding to student data. The leadership team is committed to building a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

The school's leadership and members of the teaching team express a commitment to implementing curriculum units aligned to the Australian Curriculum (AC).

Collaborative planning processes are undertaken throughout the year. Teachers report beginning the planning process in English by considering the assessment task and Guide to Making Judgements (GTMJ) from Curriculum into the Classroom (C2C). The achievement standard and content descriptions from the AC are utilised to understand the requirements for teaching and learning, and to commence the process of planning the lesson sequence. The leadership team expresses a desire to continue to develop and adapt curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards by school leaders and teaching teams.

School leaders are committed to enhancing teaching and learning practices across the school and developing signature pedagogical approaches.

A pedagogical framework is developed that is based on the core systemic principles of the Department of Education's (DoE) pedagogical framework document. This plan includes expectations for student-centred planning, maintaining high expectations for learning, alignment of curriculum, pedagogy and assessment, evidence-based decision making and supportive school environment. The framework additionally details expectations for the implementation of Explicit Instruction (EI). The leadership team is in the process of revising the school's pedagogical framework and is developing placemats that articulate high-yield strategies for use in areas aligned to the EIA.

Members of the teaching team have a strong belief that all students are capable of learning successfully when motivated and given the appropriate support.

All students are supported by a range of school-wide structural mechanisms that promote differentiated learning. Streamed groups are formed across most year levels in an endeavour to identify groupings of students with common learning needs in reading and spelling. Classroom teachers report planning for the diverse needs of students in their classes. The use of a differentiation planner to identify and document strategies to be implemented for the range of learners is not yet apparent. Many teachers report an ongoing challenge of catering for the learning needs of high achieving students in their class programs.

School leaders express the importance of maintaining a positive learning culture that caters for the needs of all students.

The Special Education Program (SEP) is led by the Head of Special Education Services (HOSES) with the support of SEP teachers and teacher aides. The literacy and numeracy learning of students with disability is most often the domain of SEP staff who are assigned to classrooms. A co-planning and co-teaching model is yet to be developed. The principal reports there is a need to strengthen strategies to ensure inclusive education practices at the school genuinely support a whole-school approach for students with disability and other students with diverse needs.

The leadership team understands that the development of staff expertise is central to improving student outcomes.

There is a high level of enthusiasm from staff members to continually develop their skills to improve student learning outcomes. The school has a documented professional learning plan that identifies a wide range of professional learning opportunities including PLTs, coaching and mentoring, twilight sessions, online learning options and learning cafes. There are strong collegial support mechanisms for building teacher capability through accessing support from other teachers, leaders of learning and the school's leadership team.

The work of PLTs is well regarded by members of the teaching team.

PLTs have opportunities to meet weekly in school time to collaboratively plan and review the effectiveness of curriculum units and improvements in student data. Moderation of student assessment items to ensure consistency across the year level occurs each term through the PLTs for the summative assessment task in English. Leaders of learning and the Support Teachers Literacy and Numeracy (STLaN) regularly attend PLTs to provide guidance and support. Teachers speak positively regarding the work they undertake in their PLTs and appreciate the time allocated to engage in ongoing professional dialogue with colleagues and school leaders.

A broad range of co-curricular programs is established at the school to provide students with opportunities to develop skills in areas of enthusiasm or interest.

Many of these programs are open to all students with some programs of excellence established for identified students. In order to support successful transitions into the high school years and promote junior secondary pathways, students in the senior school participate in weekly Accentuate, Collaborate, Evaluate (ACE) electives. These electives are currently offered in a range of areas including musical theatre and dance, manual arts, catering, Science, Technology, Engineering, and Mathematics (STEM), creative writing and digital technologies. Students report they enjoy these extracurricular opportunities for learning.

2.2 Key improvement strategies

Provide further time and support for teachers to embed collaboratively agreed approaches relating to the EIA and monitor implementation to ensure consistency of practice across the school.

Build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement, and monitors progress overtime.

Develop and adapt curriculum units aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Ensure the school's revised pedagogical framework is considered in curriculum planning processes and is consistently implemented across the school.

Ensure that differentiation is an ongoing school priority and a feature of every teacher's planning and practice, including consideration for high achieving students.

Strengthen strategies to ensure inclusive education practices at the school genuinely support a whole-school approach for students with disability and other students with diverse needs.