

Highland Reserve 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 **Highland Reserve State School** from **31 May to 2 June 2022**.

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

Keith Graham	Internal reviewer, EIB (review chair)
Amanda Wicks	Peer reviewer
Imogen Stager	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Indigenous land name:	Bullongin and Kombumerri
Location:	Reserve Road, Upper Coomera
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	970
Indigenous enrolment percentage:	4 per cent
Students with disability percentage:	15.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1026
Year principal appointed:	2015



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), two Heads of Department – Curriculum (HOD-C), three Support Teachers Literacy and Numeracy (STLaN), guidance officer, chaplain, Business Manager (BM), Information technology (IT) specialist, 46 teachers, 15 teacher aides, three administration officers, 137 students, two Parents and Citizens' Association (P&C) members, school council chair and 69 parents.

Community and business groups:

- Nil

Partner schools and other educational providers:

- Cubby Care Coomera Early Childhood Education and Care (ECEC) centre, Play & Learn ECEC centre and head of secondary of Upper Coomera State College.

Government and departmental representatives:

- State Member for Theodore and ARD.



2. Executive summary

2.1 Key findings

A culture of high expectations is apparent across the school, driven by a belief that every student is able to learn and be successful.

School leaders articulate high expectations for students, staff and themselves, leading the vision of nurturing clever, skilled and creative students. The collaborative leadership style and professional respect amongst staff provides an environment that is student-centred and where everyone works in partnership to improve the learning outcomes of all students. Students speak of quality learning relationships with teachers who take time to get to know them and provide feedback to improve learning outcomes.

Interactions between staff members, students, parents and families are positive and caring, contributing to the positive community culture.

The connection of family and staff is central to the school's student-centred philosophy. The welcoming environment begins with front office staff quickly establishing positive relationships and a sense of belonging to the school. The leadership team presents as united, collaborative and consultative in their daily practices. They are spoken of highly by staff and are greatly respected for the support and encouragement they provide. Staff morale is positive, with a strong collaborative and supportive culture apparent amongst staff members who describe high levels of collegiality.

The school's behaviour expectations are enacted through the Positive Behaviour for Learning (PBL) plan with published standards known by students, staff and parents.

School leaders respond to emerging student behaviours and meet with the PBL team to review school-wide processes that will develop consistency and activate individualised support to increase student self-regulation and readiness to learn. The classroom acknowledgement system provides a visual display of student engagement in the learning space. School leaders and staff acknowledge that further work is required to build consistency in implementing PBL with fidelity while maintaining high expectations for student engagement and behaviour.

The leadership team demonstrates a commitment to providing clear priorities that support differentiated teaching and learning.

School leaders place a high priority on teachers identifying and addressing the learning needs of students. A belief exists across the school that all students are capable of learning even when they are at different stages of their learning and progressing at different rates. Teachers and school leaders acknowledge that students experience inclusive education when they are able to access the curriculum and fully participate in learning alongside their similar-aged peers. School leaders are aware of the varying knowledge and understanding across the school of inclusive education practices. Many teachers express a desire for greater knowledge of quality teaching strategies to meet the needs of the range of students in their classes.



The Annual Implementation Plan (AIP) has a narrow Explicit Improvement Agenda (EIA) focus which is determined in collaboration with staff.

The school direction is guided by comprehensive and precise strategic documents that are developed in consultation with staff and the community and are endorsed by the school council. These documents provide a clear forward plan for the school and maintain a consistent, defined focus. Staff express appreciation for the input they have in helping to define each year's improvement agenda, and outline how this process makes them feel that their opinions are valued. Some staff suggest that changing the agenda each year can dilute a clear focus on improving student outcomes. The leadership team acknowledges that the shift of improvement agenda to student engagement this year has moved the focus away from quantifiable student curriculum outcomes to more qualifiable student actions. The principal suggests that merging the current focus with a curriculum focus, such as last year's writing, is a way of maintaining the momentum associated with increasing student outcomes.

The school has developed a sequenced plan for whole-school curriculum that aligns to the Australian Curriculum (AC).

The school curriculum plan outlines the expectations for teaching, learning and assessing across learning areas for all year levels. The school currently implements the AC through Curriculum into the Classroom (C2C) resources and is exploring opportunities to contextualise the AC and construct learning experiences that are engaging for students. Some teachers are aware of the general capabilities and cross-curriculum priorities reflected in the curriculum units. Unit plans and the teaching of the general capabilities are additionally supported by other resources and programs. Quality Assurance (QA) of these programs for impact on student learning is yet to be clearly identified. School leaders are aware of the need for a strong focus on the AC and strengthening of staff capability to ensure that it is embedded consistently across the school.

School leaders articulate that highly effective teaching is the key to every student succeeding at school.

The school's vision is *'To develop Clever-Skilled-Creative students who are inspired to become successful life-long learners'*. Professional learning is regular and relevant. The existing coaching and mentoring support provided predominantly by the Head of Department – Curriculum (HOD-C) is greatly appreciated by teachers. Teachers receive some feedback from members of the leadership team and other support personnel regarding their classroom work. Some teachers express a desire for further feedback from coaches and members of the leadership team. Processes for all school leaders to engage in regular observation and feedback to support the building of teacher capability and quality assure the implementation of agreed pedagogical approaches aligned to the EIA are yet to be implemented.

The school views parent and community members as genuine partners in students' education.

Parents feel welcomed into the school and describe staff as approachable and willing to listen to help provide the best educational opportunities for all students. Parents describe a strong sense of trust with the school developing a culture of mutual support between the



school and families. The school has positioned itself strongly within the community, with the standard of education and the staff and leadership team held in high regard by families and community members. The school is taking genuine steps to enable and empower First Nations students, families and communities to co-design initiatives that aim to increase outcomes for Aboriginal students and Torres Strait Islander students. To support student learning, school leaders and staff are active participants in professional networks and transition processes.

Classrooms feature learning walls to make learning visible for students.

Teachers have created classrooms that are calm, attractive and well-resourced where students are engaged, challenged, and feel safe to take risks in their learning. Students communicate a high level of satisfaction with their classrooms, teachers and the school in general. There are a number of artefacts and activities in classrooms that provide students with information and opportunities to celebrate their learning progress. Students speak of using learning walls to track their learning and provide information regarding their next steps.



2.2 Key improvement strategies

Define and document the school's agreed approach to PBL and build staff capability to ensure there is consistency in maintaining high expectations for student engagement and behaviour.

Develop a shared understanding of the school's philosophy of inclusion which aligns to departmental policies and practices to support a whole-school approach for the full range of students with diverse needs to ensure every student is succeeding.

Incorporate a curriculum student outcome focus into the current student engagement EIA to maintain the school's A to C Level of Achievement (LOA) focus and provide a quantifiable way of measuring the impact of the EIA on student learning outcomes.

Ensure the school's teaching, learning and implemented programs align to the AC, including the enactment of general capabilities and cross-curriculum priorities.

Refine processes for school leaders to engage in the provision of feedback to staff to build capability and quality assure the implementation of agreed pedagogical approaches aligned to the EIA.