Hebel State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Hebel State School** from **27** to **28 August 2020**.

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

Scott Curtis	Internal reviewer, EIB (review chair)
Richenda Wagener	Peer reviewer

1.2 School context

Location:	Maud St, Hebel
Education region:	Darling Downs South West Region
Year levels:	Kindy to Year 6
Enrolment:	8
Indigenous enrolment percentage:	37.5 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** nil
	Nationally Consistent Collection of Data (NCCD) percentage: 12.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	974
Year principal appointed:	2018

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Small Schools Business Manager (SSBM), two teachers, two teacher aides, three parents and seven students.

Community and business groups:

- Hebel Parents and Citizens' Association (P&C) representative.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Staff and Student Wellbeing Framework
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School Opinion Survey	School newsletters and website
Student Folios	Responsible Behaviour Plan for Students

2. Executive summary

2.1 Key findings

The school is viewed as an active participant in the life of the local community, in the same way the community is considered important to the school.

Parents are valued as partners in their child's learning and involvement in the school. The school has a strong and positive reputation within the community with parents, students and community members speaking positively in relation to the school. The Parents and Citizens' Association (P&C) is a valued part of the school community and contributes to school initiatives through a number of fundraising opportunities.

The school has recently developed a process to closely monitor reading progress as a means of differentiation.

The Reader Profile is an overview providing a visual representation of student capability regarding reading accuracy, fluency and listening comprehension. The Reader Profile is determined through a series of school-based diagnostic assessments utilising a traffic light system to represent levels. The profile is updated every six months for students.

Staff members are united and committed to improving learning and wellbeing outcomes for all students.

The school improvement priorities are identified within the Annual Implementation Plan (AIP) across four areas. Each priority includes a strategy with actions, targets, a timeline and the responsible officer. Efforts are made to understand current student achievement levels, and how achievement levels have changed over time. Knowledge of school improvement priorities and targets relating to school priorities varies across the school.

Staff are committed to the intent of continuous improvement of their professional practice.

A team of dedicated staff takes collective responsibility for the learning and wellbeing needs of all students. Meetings are inclusive of teachers and teacher aides. Staff have the opportunity to access Professional Development (PD) that includes mandatory training, cluster, regional and systemic professional learning. Due to the distance of the school from regional centres, staff express concern regarding opportunities to access PD due to travel time prior to, and after these events. It is identified that in order to provide PD aligned to school priorities, staff are required to become the 'knowledgeable other'.

The school has a sequenced plan for curriculum delivery that forms the basis for planning, moderation and assessment.

The school's curriculum is adapted from and referenced to the Australian Curriculum (AC) through Curriculum into the Classroom (C2C) resources. There is a focus on understanding assessment tasks and backward mapping to determine the teaching sequence. Moderation of student assessment occurs at the small schools cluster level three times a year, and with the St George–Balonne cluster of schools annually. It is yet to be apparent how moderation

practices could be strengthened to support consistency of understanding of student achievement.

Staff communicate the importance of catering for the individual learning needs of students.

The single class within the school is a multi-age class with staff articulating their confidence regarding their knowledge and capability in regards to planning, delivering and assessing curriculum. Students are supported to utilise curriculum supports through a learning wall and student reading learning goals. The manner in which short-term student-designed learning goals, aligned to school priority areas, may assist students to monitor their own learning and to set goals for future learning is yet to be realised.

Staff are committed to developing quality teaching and learning outcomes to ensure that all students are engaged and supported.

The principal has identified through the staff Annual Performance Development Plan (APDP) process an opportunity for a staff member to be trained to support the coaching and feedback process. Feedback processes that promote consistency of effective and desirable practice in classroom delivery of the planned curriculum are yet to be embedded.

The principal has created a Student Folio for each individual student.

Year level plans are placed within each learning area folder with aspects of the achievement standards, in conjunction with 'I Can' statements, to highlight the aspects of the curriculum taught and assessed. The principal articulates that this process enhances the tracking of students' access to curriculum learning areas across their years of schooling.

Staff work cohesively to engender a sense of belonging for all stakeholders, particularly for students.

Priority is given to building and maintaining positive and caring relationships between staff, students and parents. Staff work to build mutually respectful relationships across the school community with staff asserting that the community plays an integral part in the life of the school and student learning.

2.2 Key improvement strategies

Collaboratively review and refine the Explicit Improvement Agenda (EIA), including strategies that reflect a narrow focus area, including clear milestones, agreed practices, targets and success checks for their implementation.

Identify staff and provide access opportunities to undertake further professional learning to support school-centred PD delivery to all staff.

Strengthen teacher judgement of assessment through the implementation of rigorous internal and external moderation processes.

Collaboratively develop a whole-school consistent approach to learning goals, aligned with school priority areas, that assists students to monitor their own learning and to set goals for future learning.

Implement school processes that support staff modelling, Watching Others Work (WOW), and provision of feedback cycles.