

# Hughenden State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Hughenden State School** from **14 to 16 February 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 which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Bert Barbe	Internal reviewer, SIU
Ian Hall	External reviewer



## 1.2 School context

<b>Location:</b>	Moran Street, Hughenden
<b>Education region:</b>	North Queensland Region
<b>Year opened:</b>	1880
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	122
<b>Indigenous enrolment percentage:</b>	23 per cent
<b>Students with disability enrolment percentage:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	872
<b>Year principal appointed:</b>	2014
<b>Full-time equivalent staff:</b>	9
<b>Significant partner schools:</b>	Prairie State School, Cameron Downs State School, Richmond State School, St Francis Catholic School
<b>Significant community partnerships:</b>	Flinders Shire Council, Local Business, TORGAS, Crèche and Kindergarten (C&K) Hughenden and District Kindergarten and Early Childhood Centre, Hughenden Memorial Aquatic Centre
<b>Significant school programs:</b>	Breakfast club, homework club, lunchtime support centre



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD), instructional coach/curriculum support teacher, 11 teachers, Business Services Manager (BSM), administrative assistant, six teacher aides, community liaison officer, facilities officer, tuckshop staff, two previous chaplains, guidance officer, senior guidance officer, four Parents and Citizens' Association (P&C) executive members, 38 parents, nine student leaders and 27 students.

Community and business groups:

- Mayor, Council Chief Executive Officer and five Flinders Shire Councillors, MEGT Training Coordinator and TORGAS Training Coordinator.

Partner schools and other educational providers:

- Crèche and Kindergarten (C&K) Hughenden and District Kindergarten and Early Childhood Centre.

Government and departmental representatives:

- Assistant Regional Director (ARD).

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Improvement Agenda 2017
OneSchool	Strategic Plan 2015-2017
Professional learning plan 2017	School Data Profile (21/10/2016)
School improvement targets	School budget overview
School pedagogical framework	Curriculum planning documents
Curriculum Plan	School differentiation plan or flowchart
Responsible Behaviour Plan	Annual Performance Plans
Investing for Success 2017	School newsletters and website
Student Case Management Plan	School Opinion Survey
Headline Indicators (Semester 2, 2016 release)	Induction Program



## 2. Executive summary

### 2.1 Key findings

**School leaders recognise that highly effective teaching is the key to improving student learning.**

Significant school resources are allocated to the professional learning of staff members. School leaders work in concert with teachers to refine the quality of teaching and learning. Teachers engage in professional learning to enhance their capability to deliver high quality learning programs for students.

**The school has a range of communication practices including regular school newsletters, website, social media, mobile phone applications and regularly planned verbal reports regarding student progress.**

Informal communication strategies to build connection with the community including building positive relationships and proactively seeking opportunities for clarifying conversations are yet to be implemented.

**Parents, students and staff members speak of a sense of pride in the achievements of students and it is recognised that staff members are focused on developing students as successful learners.**

School leaders acknowledge the need to build positive relationships with parents and community organisations. A structured framework outlining how the school develops connections with parents, the wider community, business and community organisations is yet to be established.

**The Responsible Behaviour Plan for Students (RBPS) has been reviewed.**

School Wide Positive Behaviour Support (SWPBS) practices have been implemented as an approach to support students, staff members and parents to interact proactively in a learning culture. Parents, staff members and students interviewed indicate that the behaviour of some students remains a challenge that impacts learning.

**The school's pedagogical framework is informed by the Dimensions of Teaching and Learning (DoTL).**

Implementation of effective teaching practices outlined in the pedagogical framework is developing. Teachers articulate that the Gradual Release of Responsibility (GRR) model and explicit teaching are promoted as pedagogical strategies. Systematic processes to rigorously monitor these practices are not yet developed.



**A documented curriculum plan which clearly identifies curriculum, teaching and learning priorities across all year levels is developed.**

The curriculum plan is adapted from and referenced to the Australian Curriculum (AC) through Curriculum into the Classroom (C2C) resources and the Prep to Year 12 curriculum framework. Planning meetings are held each term led by the instructional coach/curriculum support teacher. A focus on understanding the assessment task and then backward mapping to determine the teaching sequence occurs during these meetings. This process is enhancing the consistency of teaching across school.

**School leaders and teachers are committed to continuous school improvement.**

Levels of teaching experience and expertise vary and include many early career teachers and a core group of long-term staff members. Strategies are established by school leaders to assist teachers to develop their knowledge and shared understanding of curriculum and pedagogy. A *'Co Plan – Co Teach – Co Reflect'* program is being implemented. Many teachers are motivated to be involved in this collaborative coaching model.



## 2.2 Key improvement strategies

Collaboratively design and implement an effective communication strategy to build positive relationships with staff members, parents and the wider community.

Develop and implement a parent and community engagement framework that outlines school processes for engaging with parents and the community to work together to maximise student learning outcomes.

Rigorously monitor the RBPS to ensure that it aligns with school and community expectations.

Monitor the implementation of the agreed pedagogical framework.