

Hambledon State School

Executive Summary





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 **Hambledon State School** from **25 to 27 June 2019**.

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

1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Jan Cooper	Peer reviewer
David Manttan	External reviewer

1.2 School context

Location:	Stokes Street, Edmonton
Education region:	Far North Queensland Region
Year opened:	1887 – originally established as Black Fellow Creek Provisional School
Year levels:	Prep to Year 6
Enrolment:	682
Indigenous enrolment percentage:	32 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	914
Year principal appointed:	2019
Day 8 staffing teacher full-time equivalent (FTE):	28.00 – classroom 5.30 – support 4.89 – special education 2.73 – learning support 0.06 – English as an Additional Language or Dialect (EAL/D) 0.50 – Instrumental Music 1.00 – Community (Indigenous)
Significant partner schools:	Bentley Park College, Isabella State School, White Rock State School
Significant community partnerships:	Piccones Supa IGA (Independent Grocers of Australia), Cairns Regional Council, Police-Citizens Youth Club (PCYC), Mount Sheridan Plaza – choir and spelling bees, Cairns Early Years Centre & Kindergarten
Significant school programs:	National Rugby League (NRL) and other sporting development cup programs, Bentley Best – robotics and extension program, Stephanie Alexander Kitchen Garden (SAKG), Great Barrier Reef Marine Park Authority's (GBRMPA) Reef Guardian, Science, Technology, Engineering and Mathematics (STEM) specialist lessons, alternate learning space and reflection room where students are supported by Head of Behaviour (HOB) and two Indigenous teacher aides, chaplaincy program, breakfast program, DRUMBEAT, student council, Deadly leaders for Year 6, lunchtime activities, playgroup, choir

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Business Manager (BM), two Support Teachers Literacy and Numeracy (STLaN), 23 teachers, Head of Special Education Services (HOSES), two Special Education Program (SEP) teachers, guidance officer, STEM teacher, 23 teacher aides, facilities officer, 47 parents/carers, 54 students, playgroup parents and teacher, three administration staff, chaplain, Community Education Councillor (CEC), student support team, Positive Behaviour for Learning (PBL) team, tuckshop convenor and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Principal of Bentley Park College, deputy principal of Woree State High School, Principal Advisor - Teaching and Learning (PATL).

Government and departmental representatives:

- Councillor for Cairns Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
School pedagogical framework	Hambledon State School Data Plan
Whole school assessment planner	Report cards
School Opinion Survey	School newsletters and website
Student Support team documents	Responsible Behaviour Plan for Students
PBL documents	Leadership Ledgers – staff newsletter
Curriculum planning documents and frameworks	Professional learning plan 2019 for teachers and teacher aides
School improvement targets and benchmarks	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

Staff at the school are committed to the long-term success of students.

School staff are united in working together to provide students with the support they require to be successful at school. They are unified in pursuing opportunities to enhance their capability in the pursuit of achieving improved student learning outcomes. This aligns to the school's vision '*to value, support and champion every child*'. Staff members work to build mutually respectful relationships across the school community.

School leaders promote the utilisation of quality school and student performance data to enhance successful learning opportunities for students.

The monitoring of progress in achieving the school's Explicit Improvement Agenda (EIA) for reading is highlighted by whole-school reading data walls. Teachers participate in data conversations with school leaders to identify student progress and the next steps for teaching and learning. Data regarding student attendance and behaviour is collected and collated. This information is used to inform the identification and implementation of school processes and practices, with progress tracked over time.

An EIA for 2019 is developed for the three areas of curriculum/teaching practice, leadership/capacity building and student/stakeholder engagement.

School staff members describe the improvement focus areas as reading, writing and Positive Behaviour for Learning (PBL). School leaders acknowledge an opportunity to review and refine the focus of the EIA. The principal recognises that further mapping out of the strategies to be implemented would be beneficial in advancing the EIA, including timelines for implementation and roles and responsibilities of staff in leading the improvement strategies.

Staff members exhibit an understanding of the importance of positive and caring relationships for successful learning.

The school's Responsible Behaviour Plan for Students (RBPS) reflects the use of the PBL framework. The school's universal expectations of '*Be safe, Be respectful, Be a learner and Be resilient*' are displayed throughout the school. School leaders and most teachers acknowledge a need to review the PBL framework to align processes and clarify whole-school and class expectations and their consistent implementation across the school. Most students, parents and teachers indicate that the response to student behaviour varies across the school.



A coherent, sequenced curriculum assessment and reporting framework for curriculum delivery is developed and includes expectations for teaching and learning across year levels.

The plan is based on the Curriculum into the Classroom (C2C) units and makes clear what and when teachers should teach and students should learn in most of the learning areas. School leaders indicate that a review of the school's curriculum assessment and reporting framework whereby consideration is given to the three levels of planning, the general capabilities in addition to mapping of the Australian Curriculum (AC) across the years of learning is an area for further development.

A pedagogical framework that identifies explicit teaching as the main pedagogical approach is developed.

The framework identifies the what – curriculum, the how – pedagogy, tracking and reporting. The use of explicit teaching varies in its implementation by teachers across classrooms at the school. Teachers indicate that other teaching strategies are additionally utilised when required to cater for a range of teaching situations and learning areas to support and facilitate student learning. Some teachers and school leaders articulate that the pedagogical framework requires revision to include the whole-school agreed practices and expectations for teaching across the school, including the allocation of appropriate resourcing and Professional Development (PD).

Staff recognise students are at different stages of their learning and will progress at different rates.

School leaders encourage teachers to provide learning experiences to cater for the learning needs of students at their instructional levels. Teaching staff have varying degrees of knowledge and skills regarding how to differentiate for a wide range of student needs. A multi-tier support system is implemented at the school. School leaders acknowledge a continuing need to collaboratively review the provision of support for students with disability and other students with diverse learning needs to reflect contemporary understandings of inclusive practices.

Parents, carers, families and community members are recognised as integral members of the school community.

They are valued partners in enhancing the education of students. Parents and carers are actively encouraged to be part of school life and are welcomed by staff. School leaders seek ways to enhance student learning and wellbeing by working with a range of partners including nearby schools, government and non-government agencies and community organisations to strengthen opportunities and outcomes for students. The school has a supportive Parents and Citizens' Association (P&C) that actively contributes to the school's vision, in addition to the fundraising and purchasing of resources to support student learning programs and school renewal projects.



2.2 Key improvement strategies

Collaboratively review the EIA to narrow and sharpen the whole-school focus, clearly specifying improvement strategies, targets, roles, responsibilities, accountabilities and timelines for implementation.

Collaboratively revise PBL processes and systems to establish consistent whole-school high expectations and practices that promote student learning and engagement, aligned to the RBPS, ensuring consistent responses to all areas of student behaviour.

Review the whole-school curriculum assessment and reporting framework to develop a plan aligned to the AC that is explicit, coherent and sequenced for curriculum delivery across the years of school and that makes clear what and when teachers should teach and students should learn, including the development of locally relevant units and the incorporation of the general capabilities.

Collaboratively review and develop the pedagogical framework to include whole-school agreed teaching practices and expectations for the delivery of these across the school.

Collaboratively develop an action plan that supports the enhancement of inclusive practices of all students into the mainstream setting.