

# Harristown State High School

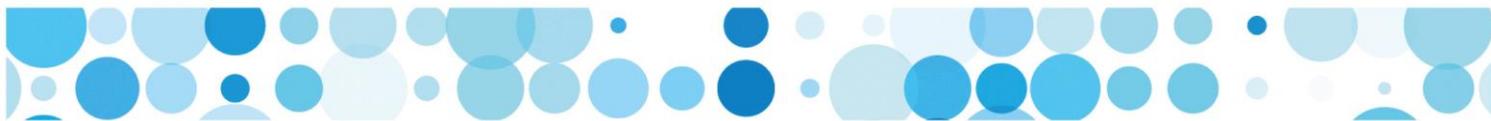
## Executive Summary





## 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.....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Harristown State High School** from **22 to 25 November 2021**.

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.

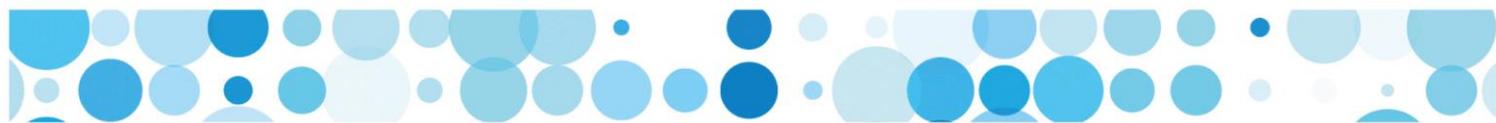
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

Alan Smith	Internal reviewer, EIB (review chair)
Julie Warwick	Internal reviewer
Tim Barraud	Peer reviewer
Raelene Fysh	External reviewer
Graham Trevenen	External reviewer



## 1.2 School context

<b>Location:</b>	South Street, Harristown	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:*</b>	1820	
<b>Indigenous enrolment percentage:</b>	14.5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	6.15 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	18.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	945	
<b>Year principal appointed:</b>	2010	

\* 21.0 per cent of students with English as an Additional Language or Dialect (EAL/D)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, five deputy principals, 15 Heads of Department (HOD), Queensland Certificate of Education (QCE) coach, 37 teachers, Highly Accomplished Teacher (HAT), guidance officer, industry placement officer, 27 teacher aides, two engagement officers, two schools facilities officers—facilities and grounds, two Information Technology (IT) technical officers, nine administration officers, two Youth Support Coordinators (YSC), Business Manager (BM), Community Education Counsellor (CEC), School Based Police Officer (SBPO), tuckshop manager, three tuckshop assistants, four science technical officers, four cleaners, chaplain, 12 parents and 176 students.

Community and business groups:

- President of Parents and Citizens' Association (P&C), support officer from Clontarf Foundation and one former student.

Partner schools and other educational providers:

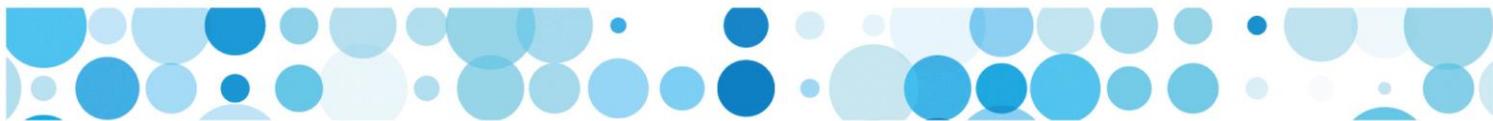
- Principals of Harristown State School, Vale View State School and Bunker's Hill State School.

Government and departmental representatives:

- Principal Advisor – Teaching and Learning (PATAL) Toowoomba Regional Office and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Collegial engagement policy
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School Data Profile (Semester 1, 2020)
Teaching and learning framework	School Online Reporting Dashboard (SORD)
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct 2021-2024
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting plan
School literacy plan	



## 2. Executive summary

### 2.1 Key findings

#### **Students express pride in, and affinity with their identity as ‘Harristown Hawks’.**

Staff members demonstrate a commitment to providing a wealth of opportunities that lead to improved learning and wellbeing outcomes for all students. They reference the school’s vision of *‘Every student succeeding’*. Generational involvement in the school that is the largest secondary school in the Darling Downs, is apparent.

#### **The school’s explicitly articulated expectations of students, staff and community are captured in the statement – *‘Be Kind, Be Safe, and Be Responsible’*.**

Within these expectations, the executive principal articulates that the school’s resolve is to provide care, compassion, direction and encouragement for all members of the ‘hawk family’. The five school values of *‘Participation, Relationships, Integrity, Diligence and Enthusiasm’* (PRIDE) are known to students and referenced by staff members.

#### **The tone of the school is warm, positive and friendly, and reflects a sense of community that is acknowledged by parents, students and staff.**

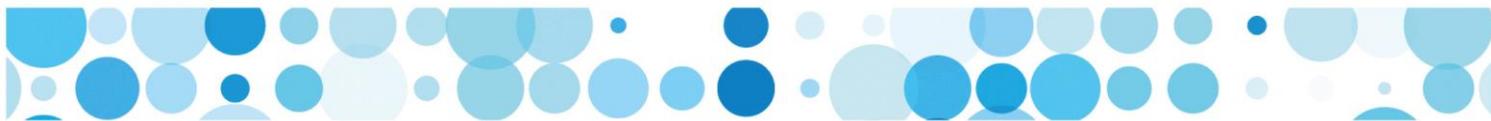
Students describe positive interactions with peers and staff members. Parents speak positively regarding the school, and express strongly valuing the interest that teachers take in student wellbeing and learning. ‘Harry the hawk’, the much-loved school mascot, makes regular appearances at events and ceremonies.

#### **Students, staff and parents alike recognise the vibrant and integrated multicultural makeup of the school community.**

Many acknowledge this is one of the school’s greatest strengths. The school recognises its community’s cultural and religious traditions through a widely celebrated Harmony Week and activities including Cultural Connections, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, and dedicated programs to support students from a range of cultures and backgrounds.

#### **The school vision of *‘Every student succeeding’*, combined with the school purpose to *‘improve the academic achievements of every student’*, is paramount for school leaders.**

School leaders express a belief that quality teaching in every classroom is of critical importance to improving student learning. They are committed to collegial engagement and intentional collaboration to further develop effective pedagogical practices within an expert teaching team to maximise student learning. Opportunities are provided to staff to further their growth and development.

**Staff members describe the school as large, complex and diverse.**

Teachers and leaders recognise and describe pockets of great practice across the school. Many staff members identify the need for greater consistency of practice across many areas of school operations. The executive principal acknowledges the need to enhance the instructional and systems leadership capabilities of leaders at all levels to support the continued and successful implementation of all school priorities.

**The Executive Leadership Team (ELT) indicates that the High Reliability Schools (HRS) framework has been adopted as a means of supporting the school's commitment to continuous improvement.**

The ELT articulates their goal of reaching Level 3 HRS accreditation, guaranteed and viable curriculum (GVC) by the end of 2022. Ensuring every student's entitlement to the Australian Curriculum (AC) and new Queensland Certificate of Education (QCE) is one of six priorities identified in the Annual Implementation Plan (AIP). The school's Curriculum Assessment and Reporting Plan (CARP), aligned to version 8 of the AC, continues to be developed with three levels of planning becoming apparent.

**The school's pedagogical practices are captured in a well-recognised infographic.**

Executive leaders have a clear understanding of different pedagogical approaches and recognise that effective, evidence-based teaching is the key to improving student learning outcomes. An explicit expectation exists that teachers will adopt pedagogical practices that are consistent with the principles and approaches described in the school's Teaching and Learning Framework. The importance of pedagogical observation and feedback is acknowledged by executive leaders and is yet to systematically occur across the school.

**School leaders identify the importance of diagnostic, standardised and summative assessments.**

School leaders identify the importance of these in informing overall school performance and individual student improvement. Teachers and members of the Senior Leadership Team (SLT) identify the importance of qualitative data, collected regularly to inform support and intervention in classrooms as a critical component of the school's data suite. A school data plan is published. Triangulation of data to inform next steps for learning and determine the success of teaching strategies is yet to occur.

**Staff members take pride in accepting, supporting and encouraging the learning, and social and emotional development of the students who come to the school.**

Hawk Hub (HH) is a recent initiative the school has implemented to support the holistic development of students, and to consolidate social and emotional support for students into a singular location in the school. Some staff and students indicate they are yet to have a complete understanding of the full suite of support options and processes across the school.



**The school places high levels of importance on student wellbeing and learning success.**

The school creates classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn. Many students articulate that they are engaged, challenged and provided with opportunities for learning. They indicate that staff members demonstrate a commitment to doing whatever it takes for every student to be successful in their learning.

**School leaders identify and respond to student learning needs.**

Leaders address student learning needs through the allocation of targeted human resources with additional funding allocated to assist in the delivery of a range of student support programs. Additional discretionary funds are invested to improve academic achievements for every student and this commitment is reflected in the investment in student wellbeing and support services.

**The school demonstrates a strong commitment to partnering with the community.**

The school engages in a range of partnerships with community organisations, local business, government agencies, universities, parents and others to augment curriculum programs, Vocational Education and Training (VET) courses, and extracurricular offerings. These partnerships and relations are providing access resources, services and support that enhance opportunities for all students. Students, teachers and leaders speak with pride and honour about the 'hawk' tradition and their connection to the school.



## 2.2 Key improvement strategies

Further develop the instructional and systems leadership capabilities of key members of staff and continue to review their roles, responsibilities and accountabilities to drive and quality assure a sharp focus on school improvement.

Fully develop and enact the CARP to ensure it provides an explicit, aligned, sequenced and accessible plan for whole-school curriculum delivery with mapping of general capabilities and cognitive verbs, and clear roles, responsibilities and accountabilities for leaders.

Build on the school's collegial culture to systematically implement procedures to enable teachers to participate in observation and feedback cycles related to pedagogical practices.

Further develop and rigorously implement processes to build precise data practices across the school including identification of gaps in learning, and monitoring improvement over time.

Review and evaluate the range, scope and coordination of student support and wellbeing programs and processes across the school.