

# Harristown State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Harristown State High School** from **15 to 18 May 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.

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

### 1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
John Brew	Peer reviewer
Sharon Amos	Peer Reviewer
Wayne Troyahn	Peer Reviewer
Rosemary Horn	External reviewer



## 1.2 School context

<b>Location:</b>	South Street, Harristown
<b>Education region:</b>	Darling Downs South West Region
<b>The school opened in:</b>	1955
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	1671
<b>Indigenous enrolments:</b>	14 per cent
<b>Students with disability enrolments:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	947
<b>Year principal appointed:</b>	2010
<b>Number of teachers:</b>	125.45
<b>Nearby schools:</b>	Harristown State School, Concordia Lutheran College, St Anthony's Catholic Primary School
<b>Significant community partnerships:</b>	Southern Vale Cluster, Clontarf Foundation, Police-Citizens Youth Club (PCYC), Hawk A & I Advisory Table, Adolescent Mental Health Unit, Bunnings, Binnacle Training, Wilsonton Agricultural Field Study Centre (WAFSC)
<b>Unique school programs:</b>	Academic Academy, Industrial Skills Academy, Sporting Academies, Annex programs, Steps2Success, English as an Additional Language or Dialect (EAL/D) Intensive programs



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, 15 members of the school leadership team, Parents and Citizens' Association (P&C) president, 13 parents, guidance officer, 88 teachers, Business Services Manager (BSM), three cleaners, three canteen staff members, 84 students, five teacher aides, Attendance and Education Queensland International (EQI) officer, three science operations officers, school chaplain, four student school captains, eight junior school student leaders, four administration officers and principal's personal assistant.

Community and business groups:

- School-based police officer, school-based youth health nurse, Clontarf Foundation coordinator and three support workers, and lollipop attendant.

Partner schools and other educational providers:

- Chairperson Harristown Cluster Schools.

Government and departmental representatives:

- State Member for Toowoomba South District and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Individual Curriculum Plans	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	Student Planners



## 2. Executive summary

### 2.1 Key findings

**Students, parents and staff members applaud the culture of the school that welcomes all.**

The school boasts a wide variety of formal and informal curriculum offerings provided for students across the school. Community members, students, parents and staff members commend and celebrate the improving status and profile of the school in the broader community.

**School leaders regularly celebrate and reward progress in the areas of attendance, achievement and behaviour.**

The school leadership team is clearly committed to finding ways to improve current student outcomes and have high expectations for student engagement, behaviour and academic outcomes.

**The leadership team has established an improvement agenda in Teaching, Engagement, Reading and Mental Health (TERM).**

Some of the priority areas have detailed action plans resulting from collaborative planning. Explicit whole-school targets are set and communicated to staff members. Most teachers articulate and apply school targets for student learning to their classroom planning and practice. The rigour and depth of the review of progress in line with school priorities is not yet consistent across the school.

**The school leadership team accepts personal responsibility for driving improvements in teaching.**

School leaders place a high priority on evidence-based strategies to drive school improvement. Staff members comment on the high visibility of the principal around the school in the context of teaching and learning. The school utilises a written, explicit and comprehensive pedagogical framework based on Dimensions of Learning and Explicit Instruction (EI) from the work of Marzano<sup>1</sup> and Archer<sup>2</sup>. The Dimensions of Learning framework appears to not yet be implemented consistently across the school.

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<sup>1</sup> Marzano, R. J., Pickering, D., Arredondo, D. E., Blackburn, G. J., Brandt, R. S., & Moffett, C. A. (1992). *Dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>2</sup> Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



**Staff members utilise OneSchool and the data dashboard as a starting point for accessing information and planning for the students they teach.**

All teachers use the dashboard to record student positions on a classroom differentiation placemat at the beginning of the year. The use of the placemat in guiding pedagogy and curriculum planning throughout the year is not yet consistent across the school.

**The school provides a diverse range of curriculum offerings to cater for the academic, cultural, and wellbeing needs and interests of all students.**

A documented curriculum plan details the school-wide expectations for curriculum design. Approaches to planning, assessment and delivery are outlined in the plan to support curriculum development and ensure consistent learning expectations. Consistent practices aligned to the Australian Curriculum (AC) regarding assessment for learning are, as yet, less apparent.

**The school is well-recognised and highly valued by the community.**

Community members, parents, students and staff members speak of a strong sense of community and belonging to a school that is committed to maximising the learning opportunities of every student. An extensive range of mutually beneficial relationships between the school and community agencies have developed over time to enhance student outcomes.



## 2.2 Key improvement strategies

Develop, monitor and provide consistent instructional feedback by leaders on the application of classroom learning targets in line with the school's improvement agenda.

Review the school's pedagogical framework and implementation process to sharpen the alignment of the various pedagogical approaches including consistency in the application of teacher observations and the provision of feedback.

Develop an explicit plan to detail how curriculum should be delivered consistently across the school, including roles and responsibilities of leaders and timelines for implementation.

Build the use of the classroom placemat to be a working document that informs curriculum and pedagogical differentiation throughout the year and is supported by a consistent process of review and feedback from leaders.