

Harristown State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Harristown State High School acknowledges the shared lands of the Giabal, Jarowair and Wakka Wakka peoples. We pay our respects to their Elders, past and present.

About the school

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| Education region | Darling Downs South West Region |
| Year levels | Years 7 to 12 |
| Enrolment | 1739 |
| Aboriginal students and Torres Strait Islander students | 16.1% |
| Students with disability | 24.0% |
| Index of Community Socio-Educational Advantage (ICSEA) value | 941 |

About the review

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|  6 reviewers from 10 to 13 February 20 |  221 participants |  128 school staff |
|  56 students |  36 parents and carers |  12 community members and stakeholders |

Key improvement strategies

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| <p>Domain 1: Driving an explicit improvement agenda Clarify the roles, responsibilities and accountabilities of all leaders in driving all aspects of the improvement agenda to develop greater precision and consistency in implementing improvement initiatives.</p> |
| <p>Domain 3: Promoting a culture of learning Create a responsive evidence-informed multi-tiered system of supports, to align whole-school learning, engagement and wellbeing support processes.</p> |
| <p>Domain 6: Leading systematic curriculum implementation Implement an agreed whole-school approach to moderation, informed by the system expectations of the K–12 Curriculum, assessment and reporting framework, to align curriculum provisions, pedagogy, and assessment.</p> |
| <p>Domain 9: Building school-community partnerships Collaboratively establish, with First Nations and community partners, ongoing cultural learning opportunities for staff and students to enhance cultural awareness reflective of the diverse backgrounds within the school and wider community.</p> |
| <p>Domain 5: Building an expert teaching team Systematically enact professional learning opportunities that develop leaders' and teachers' deep understanding of the effective teaching of reading to embed agreed practices through the curriculum.</p> |

Key affirmations



Leaders express they are united and committed to improving the outcomes for all students to be successful in learning and chosen pathways.

Staff refer to the school vision 'Every student succeeding' and the school values 'Participation, Relationships, Integrity, Diligence, Enthusiasm', known locally as PRIDE. Staff convey these values are communicated frequently through multiple avenues. Students and staff express pride in being a Harristown Hawk and commonly share the catchphrase, 'Once a Hawk, always a Hawk'.



Teachers speak positively of the supportive nature of colleagues, and how this builds a culture of mutual trust and respect.

Teachers praise how trust builds interpersonal and collegial relationships and express they appreciate the support from leaders and colleagues. Leaders and staff highlight that fostering positive teacher-student relationships is key for successful student learning, wellbeing and engagement. Students and parents value the commitment of staff in providing additional opportunities in and outside the classroom.



Leaders emphasise the importance of continuous professional learning and capability building for all staff to meet the diverse learning needs of students.

Leaders identify how their participation in whole-school professional learning reinforces the collective commitment to continuous improvement of teaching. Teachers express appreciation for the opportunities to collaborate with colleagues through Professional Learning Teams. They value collegial opportunities to share knowledge and practice with others from their learning area. Teachers highlight the impact this approach has on deepening their curriculum knowledge.



Students highly value the additional targeted support provided through the Hawk Intervention Time program and describe the positive impact on their academic achievement.

Leaders and staff outline targeted interventions are in place for students identified as requiring additional support. Parents highlight the opportunity provided for students to access regular timetabled support and extension programs. Year 7 students express they appreciate how this time provides them with important school orientation information, supports their introduction to learning in a high school setting and promotes the key attributes required to become a 'Harristown Hawk'.



Staff articulate that a set of high-impact pedagogical strategies are being implemented across the school to establish and maintain the preconditions for learning.

Teachers express they appreciate the autonomy provided to select pedagogies tailored to student needs. They highlight how implementing high-impact strategies engages and challenges learners. Staff describe how each faculty determines the evidence-informed strategies most appropriate to the learning area. Teachers speak appreciatively of Consistent Predictable Routines and brain breaks and highlight their positive impact in promoting on-task learning. Students describe how these routines enhance their learning environments.