



School Improvement Unit Report

Harlaxton State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Harlaxton State School from 9 to 11 November 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	110 Ruthven Street Harlaxton, Toowoomba
Education region:	Darling Downs South West
The school opened in:	1901
Year levels:	Prep to Year 6
Current school enrolment:	120
Indigenous enrolments:	46 per cent
Students with disability enrolments:	2.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	807
Year principal appointed:	2015
Number of teachers:	8
Nearby schools:	Rockville State School, Toowoomba North State School, Toowoomba State High School
Significant community partnerships:	Toowoomba North Church of Christ, Mens' Shed, Harlaxton Returned and Services League (RSL), Toowoomba Rotary Club, Downlands College Social Action Group
Unique school programs:	Biennial Art Show



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Master teacher
 - Six teachers
 - Head of Special Education Services (HOSSES)
 - Five teacher aides
 - Chaplain
 - Three parents
 - Two volunteers
 - Students across the school
 - Parents and Citizens' Association (P&C) president

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Esta Thris	Internal reviewer, SIU
Robert Cole	External reviewer



2. Executive summary

2.1 Key findings

- The school presents as calm and generally orderly and purposeful.

Students, and staff, speak highly of the school and value its small school culture. The school culture is underpinned by its three values - respect, resilience and relationships. The school builds a supportive learning environment by embedding the three values through promoting positive behaviour, collaborative relationships and lifelong learning. The school is characterised by strong positive relationships between staff, students and parents.

- The school's Annual Implementation Plan (AIP) outlines ten key items for improvement.

An explicit improvement agenda focuses on improving student outcomes in reading, attendance and behaviour. These priorities are known and understood by many staff and students.

- Teachers use Curriculum into the Classroom (C2C) as a resource to deliver the Australian Curriculum.

Some school-wide strategies are in place to drive the improvement in the identified areas of reading and spelling. The school has developed and is in the early phase of implementation of a balanced reading program with the current focus on guided reading. There is an opportunity for the school to develop collaboratively a whole school curriculum plan that makes explicit the teaching and learning expectations across the years of school.

- The school leadership team comprises the principal and master teacher.

The roles and responsibilities of school leaders are yet to provide clarity for day-to-day school practices and strengthen the links to the improvement agenda.

- The school has a plan for the collection and analysis of student data.

Teachers engage in regular data conversations each term with their peers and leadership team. These conversations focus on analysing student achievement data, the monitoring of both individual student and class progress, and help ensure targeted interventions are consistently applied.

- The school has established and developed some beneficial partnerships with local businesses, community organisations and individuals to improve learning opportunities and outcomes for students.

There is an opportunity for the school to seek new and leverage existing relationships, to support the improvement priorities of the school.



2.2 Key improvement strategies

- Build leadership team capacity through systematic coaching and mentoring to support the further development of school leadership.
- Review the roles and responsibilities of school leaders and support team to ensure their alignment to school priorities. Communicate the refined roles to all staff.
- Ensure a clearly articulated whole school improvement agenda is accompanied by appropriate and collaboratively determined targets, timelines, appropriate resourcing and professional development for all school personnel.
- Collaboratively develop a whole-school curriculum plan inclusive of all subject areas of the Australian and Queensland curriculums that clearly identifies for teachers what is to be taught and when it will be taught.
- Seek new and leverage existing relationships, including with the Indigenous community to support the improvement priorities of the school.
- Develop a school data plan aligned to the school's improvement agenda and ensure it is interrogated, analysed and applied in a timely manner.