Harlaxton State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Harlaxton State School** from **16** to **18 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

David Cramb   Internal Reviewer, SRR (review chair)

Biz Mayo   Peer Reviewer

Robyn Conlin   External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 117 interviews | 9 community members and stakeholders | 51 school staff | 41 students | 16 parents and carers

1.4 School context

Indigenous land name:	Barunggam Land We acknowledge the shared lands of the Gooneburra nation on Barunggam land and the Gaibal and Jarowair people and their language.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	184
Indigenous enrolment percentage:	32%
Students with disability percentage:	7.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	803

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **23** to **27 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 864 and the school enrolment was 162 with an Indigenous enrolment of 32% and a student with disability enrolment of 10%.

The key improvement strategies recommended in the review are listed below.

- Increase the precision of the Explicit Improvement Agenda (EIA) with a continuing focus on student instruction; clearly identify the targets and timelines, and consistently communicate these to the school community. (Domain 1)

- Provide further opportunities for all members of the teaching team to participate in collegial engagement observation, feedback, coaching and mentoring. (Domain 5)

- Continue to develop the school curriculum plan to increase alignment to the Australian Curriculum (AC) general capabilities and cross-curriculum priorities. (Domain 6)

- Explore options to positively engage families within the school enrolment catchment area for successful transition to Prep. (Domain 9)

- Collaboratively review and formalise school procedures and practices, and available community partnerships, to support the increasing population of refugee students. (Domain 3)

2. Executive summary

2.1 Key affirmations

The school is proud of its diverse heritage, culture and ethnicity.

Staff appreciate and value students' varying cultural backgrounds. Members of the school community work to develop and enhance a strong sense of belonging and a positive school climate that recognises its rich multicultural tapestry with an emphasis on high-quality education for all. Staff, students and community are proud of their strong community connections and deep knowledge of the school's diverse culture. The school partners with families, other education institutions and a broad range of community agencies to extend wellbeing opportunities for all students.

Teacher champions play an active role beyond the classroom.

A distributive school leadership model empowers teacher champions to drive school improvement and operationalise teaching and learning. A culture of continued pedagogical development exists through collegial support and relevant professional learning. Staff members demonstrate a strong commitment to effective teaching and express the belief that this is critical to maintaining and enhancing student engagement. A shared approach to teaching and learning amongst all staff collaboratively supports student learning.

Staff work collaboratively to ensure teaching and learning considers the 'whole child'.

Staff are admired and respected by students and parents as committed professionals. Staff are strongly invested in students realising their full potential in a positive and supportive environment. Students discuss valuing the positive relationships they have with staff. Parents are supportive of the school and value the teaching team. Parents discuss their appreciation for the efforts of staff and their commitment to their child.

Students are challenged and encouraged to achieve their best.

Staff work to create and sustain stimulating and engaging programs for students that are responsive to the needs of the diverse student population. Staff members express the belief that all students are able to learn successfully when provided with appropriate support and opportunities to demonstrate their learning. Staff members have a strong commitment to effective teaching and express the belief that this is critical to maintaining and enhancing student engagement. Students express appreciation for the ongoing support and encouragement they receive during the learning process.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Formalise and embed leadership structures and practices that build the instructional capability of the leadership team to strategically lead an improvement agenda.

Domain 2: Analysis and discussion of data

Initiate processes to support leaders and teachers to collaboratively disaggregate data for priority equity groups to monitor progress and inform support and interventions.

Domain 4: Targeted use of school resources

Collaboratively review the budget and resource allocations to align with school strategic and system priorities to support the long-term sustainability and responsiveness of resourcing.

Domain 5: An expert teaching team

Further develop and communicate leadership roles and responsibilities to encompass operational and strategic accountabilities to ensure alignment with school priorities and values, and provide clarity for all staff.

Domain 6: Systematic curriculum delivery

Formalise opportunities for leaders to quality assure curriculum delivery through participating in co-planning, moderating and observing student learning.