School Improvement Unit
Report

Haden State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Haden State School from 21 to 22 April 2016. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>1520 Haden-Crow's Nest Road, Haden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1912</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>22</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>nil</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>4.5 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>959</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2015</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>1.94 (full-time equivalent)</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Haden General Store/Post Office, Haden Hall Committee, Goombungee RSL, Goombungee Library (Toowoomba Regional Library)</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Marimba Music Group Garden program</td>
</tr>
</tbody>
</table>
1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two teachers and two teacher aides
  - Support Teacher Literacy and Numeracy (STLaN)
  - 10 students
  - Parents and Citizens’ Association (P&C) president
  - Six parents
  - Administration officer
  - Oakey State High School
  - Two Community members

1.4 Review team

Ian Rathmell Internal reviewer, SIU (review chair)
Beth Bufalino Peer reviewer
2. Executive summary

2.1 Key findings

- The tone of the school reflects a school-wide commitment to student learning and wellbeing.

Students, staff and parents speak highly of the school and value its small school culture. There is a family atmosphere where students, staff and parents feel supported and valued.

- The principal recognises that highly effective teaching is the key to improving student learning throughout the school.

There is a specific focus regarding improved teaching methods in writing and explicit instruction. Professional learning activities are focused on building teachers’ understanding of highly effective teaching methods in these areas.

- There is a documented curriculum plan.

The plan aligns with the Australian Curriculum (AC) and provides direction for planned learning, given the multi-age nature of the school. Some learning areas are delivered on a two year cycles. All teachers have developed planning practices according to their individual teaching style.

- Staff members are committed to improving current student outcomes.

The principal has analysed school performance data and is aware of trends in student achievement which have informed the school’s priority of writing. All staff members are familiar with the school’s priority area. Staff members are unclear of the targets and timelines for the improvement of writing.

- The principal and staff members view student learning data as important elements in analysing student learning and in shaping classroom learning programs.

An assessment schedule is documented and the teachers and teacher aides collect a range of information regarding student achievement. Teachers’ data literacy is developing.

- Teachers work at understanding where individual students are in their learning to identify starting points for teaching.

Teachers monitor the progress of individual students and adjust their teaching in response to the progress that individuals are making. Interventions are in place for students identified as requiring additional support. Consistent practices for setting student learning goals are yet to be established.

- The school builds positive partnerships with parents and families who express appreciation for the work done by the school.
A number of key partnerships exist with cluster schools, the hall committee and the local police station. An Adopt-a-Cop program is provided for the benefit of student safety and well-being. Community partners are involved in the planning of events and informal processes are in place which encourage ongoing communication.
2.2 Key improvement strategies

- Collaboratively develop a whole-school curriculum, assessment and reporting framework.

- Develop clear and explicit frameworks for teaching in priority areas and ensure that all staff members have an expert understanding and skill set required.

- Review the current improvement agenda to ensure a sharp, narrow and deep focus with achievable, measurable targets, timelines and resourcing.

- Collaboratively review and refine the school’s assessment schedule to develop targets and benchmarks in response to analysis of the performance and progress of students in the school.

- Develop and implement individual student goal setting with regular reviews of goals and to provide timely feedback and differentiated instruction.