

Highfields State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Highfields State School** from **16 to 18 November 2021**.

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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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 regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Bradley Clark	Internal reviewer, EIB (review chair)
Leanne Odorico	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	New England Highway, Highfields	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	730	
Indigenous enrolment percentage:	8.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1029	
Year principal appointed:	Term 2, 2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Department – Curriculum (HOD-C), head of diverse learning, HOD–early years, Business Manager (BM), 24 teachers, 14 teacher aides, chaplain, Community Liaison Officer (CLO), two special education teachers, guidance officer, Speech Language Pathologist (SLP), Support Teacher Literacy and Numeracy (STLaN), two facility officers, two administration officers, 15 parents, 34 students, Parents and Citizens' Association (P&C) former president, one tuckshop convenor and one tuckshop assistant.

Community and business groups:

- The Chocolate Cottage.

Partner schools and other educational providers:

- Highfields State Secondary College and C&K Highfields and District Kindergarten.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Data Profile (Semester 1 2021)
Investing for Success 2021	School budget overview
Curriculum planning documents	Headline Indicators (October 2020 release)
Professional Learning Record 2021	School newsletters and website
School data plan – draft	Student Code of Conduct
School Opinion Survey	Pedagogical Framework – under revision
Professional Development Planner, 2021	School based curriculum, assessment and reporting framework
Highfields State School – School Improvement Action Plan 2020/2021	



2. Executive summary

2.1 Key findings

Staff, students and parents express pride in the school.

School staff are committed to the belief that every student is a learner and there is an expectation that positive outcomes can be achieved by all students. The principal is a visible leader of this culture. The leadership team and staff members articulate an understanding of the importance of positive, caring relationships as essential to successful learning. Parents indicate they value the commitment and support of all school staff in fostering a positive learning environment.

Strong collegiality exists amongst year level teams.

Teachers express that they value the sharing of resources and support from their colleagues. Most teachers articulate a belief that the collegiality and intentional collaboration have steadily increased over the past two years. Teachers discuss feeling high levels of professional trust and a stronger connection with members of their year level team.

Staff members discuss a sense of optimism and opportunity in building shared understanding and ownership to collaboratively work towards creating a preferred future.

Staff members express an interest in collaboratively developing a new vision and strategic direction as an opportunity to redefine a positive narrative. The principal articulates and models a clear moral purpose regarding the significance of the work to be delivered with an appropriate sense of urgency, according to staff members. Staff express confidence in the principal's leadership and acknowledge their dedication in leading school-wide improvement. Staff discuss a belief that the principal is the 'right person' to lead the school improvement journey.

The leadership team articulates a plan to support and monitor the implementation of identified high-yield teaching strategies across the school.

Staff members express a desire to develop a shared understanding of the expected pedagogical approaches. Some teachers discuss an interest in receiving feedback and acknowledgement from school leaders in relation to the teaching and learning process. Teachers outline an appreciation for school leaders that are regularly engaged and connected to classroom practice and proactively support teachers' capability building.

School leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

Staff acknowledge that the use of research-based, high-yield teaching practices in all classrooms assists in ensuring that every student is engaged, challenged and learning successfully. School leaders are clarifying and documenting school expectations regarding quality pedagogical approaches and aim to provide teaching staff members with regular formal and informal feedback.



Staff members are dedicated to the learning and wellbeing of all students.

Differentiation is a priority of the school and the leadership team actively works to make differentiation a feature of every teacher's practice through building teacher capability and a mindset of inclusion. Staff members articulate an understanding of the requirement to develop differentiation practices that will allow each student to reach their potential. Teachers are encouraged to identify differentiation strategies to support student learning in response to the data they have collected and analysed. School leaders and many staff suggest a greater emphasis in the future on supporting higher achieving students.

School leaders indicate effective moderation practices are a continuing focus.

Assessment schedules outline the range and balance of summative and diagnostic assessment tasks. Assessment tasks have been developed from Curriculum into the Classroom (C2C) units. Assessment task modifications are quality assured by the Head of Department – Curriculum (HOD-C). The school has commenced moderation processes and supports teacher professional learning to understand the four phases of moderation. Teachers indicate variable understanding of the four-phase moderation process.

The school has made significant progress with inclusion practices.

The importance of developing school practices that meet the expectations of the department's inclusion policy is recognised as a continuing priority by school leaders. Feedback from a regional scan and assess process informed strategic changes that are being enacted and are continuing to be refined. The leadership team discusses this as an ongoing priority. Personalised Learning Plans (PLP) are written for students as required and are systematically reviewed. The school has developed a whole-school student support plan.

The tone of the school is calm, friendly and organised and reflects a commitment to successful learning.

The school has a positive, welcoming environment that is maintained with pride. Classrooms are welcoming spaces with learning resources and student work displayed. The school presents as clean and tidy, with well-maintained facilities and grounds. Artefacts to support student learning and displays of student work are apparent. Learning spaces are flexible to allow for whole-class, small group and individual work. Parents speak with pride regarding the school facilities. The learning culture of the school is underpinned by the school motto 'Flying high with learning'.



2.2 Key improvement strategies

Collaboratively develop a future vision and strategic plan for the school that is focused on delivering high quality learning and wellbeing outcomes for all students.

Leverage the instructional leadership expertise of all leaders to collectively strengthen, support, monitor and quality assure classroom teaching practices.

Collaboratively review and identify evidence-based pedagogical practices to determine approaches that are most effective in supporting the learning needs of the full range of students, appropriate to the context of learning.

Deepen teachers' knowledge and understanding in best practice high-yield differentiation strategies to meet the needs of all students, including high achieving students.

Refine moderation practices to build confidence and consistency in Level of Achievement (LOA) data with a priority on English and mathematics.