

Harris Fields 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 **Harris Fields State School** from **23 to 25 August 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)
Michelle Hamlin	Peer reviewer
David Manttan	External reviewer



1.2 School context

Location:	Smith Road, Woodridge	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	493	
Indigenous enrolment percentage:	16.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	904	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Head of Department – Curriculum (HOD-C), pedagogical coach, wellbeing officer, inclusion teacher, guidance officer, two office staff, 28 teachers, 14 teacher aides, ancillary staff member, 26 students, 27 parents, Indigenous Elder and former Parents and Citizens' Association (P&C) president.

Community and business groups:

- Snookums Early Learning Centre.

Partner schools and other educational providers:

- Principal of Mabel Park State High School.

Government and departmental representatives:

- State Member for Woodridge and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Every Student Succeeding
Investing for Success 2021	Strategic Plan 2018-2021
Curriculum planning documents	School Data Profile (Semester 1 2021)
Professional learning plan 2021	Headline Indicators (October 2020 release)
School improvement targets	Attendance Policy 2021
Professional development plan	School Online Reporting Dashboard (SORD)
School data plan 2021	School newsletters and website
School Opinion Survey 2019	Student Code of Conduct
Harris Fields State School: Approach to Pedagogy	School based curriculum, assessment and reporting framework
School budget overview	



2. Executive summary

2.1 Key findings

Staff members describe a collegial culture of mutual trust and support amongst teachers and school leaders.

The school places a high priority on maintaining positive and caring relationships between staff and students. Staff members articulate that they are supported by the leadership team and have a strong sense of being heard. The sense of wellbeing apparent amongst staff is enhanced by a strong sense of trust across all sectors. Teaching staff express this sense of trust is additionally built within the Professional Learning Teams (PLT).

Data is utilised to inform strategic school decisions and classroom teaching practices.

Student achievement data is regularly discussed at PLT meetings and includes discussion of formative data collections, feedback on student work samples, and tracking and monitoring of summative achievement data. Data walls are used by teachers for professional reflection and goal setting to move individual and cohorts of students to achieve a 'C' or higher Level of Achievement (LOA). Leaders use the data walls for discussion and planning of strategies for intervention and improvement.

A clear, unified commitment from staff to implement Positive Behaviour for Learning (PBL) with fidelity and consistency is apparent.

PBL has been implemented in the school for two years and is central to the student wellbeing priority. The three school behaviour expectations of *'Be safe, Be respectful, Be a learner'* are known and discussed by students and staff members. Staff speak highly of the positive impact the PBL agenda has on improving learning and wellbeing outcomes for students and collectively express a strong desire for this work to continue. Staff share a view that improvements in student behaviour have enabled the school to focus on the core business of teaching and learning.

The principal acknowledges the importance of regular attendance as central to improving student learning outcomes.

The school has developed an attendance policy, and an attendance tracker that monitors student attendance. A range of strategies is implemented with varying measures of success. There is consensus that the current interventions employed by the school to improve learning and wellbeing outcomes are not having the desired impact on students not consistently attending school. Staff share an expectation of a target of 94 per cent attendance across the school. Staff members articulate the desire for a significant improvement in attendance to occur.



A process of student goal setting using student learning data is implemented in the school.

Some students indicate an awareness of goals that have been set by the teacher. Other students indicate they know that the teacher has established a goal for them. Some students are aware of their achievement level in areas such as reading. School-wide consistency in goal setting processes, for and with students, is yet to be apparent.

School leaders acknowledge the importance of early childhood connections as critical to successful transitions to school.

Members of the leadership team are actively involved in the Woodridge Early Childhood Educators Network (WECEN). Local Early Childhood Education and Care (ECEC) providers express a desire to strengthen relationships with the school. A small number of children participate in school visits to support transitions to school. Other community groups are provided with the opportunity to participate in transition sessions, with some success achieved in encouraging participation to the pre-enrolment activities apparent. The leadership team identifies community partnerships that could support a wider Community of Practice (CoP) aimed at increasing pre-Prep engagement with families, focusing on vulnerable 0 to 5 year old children not attending an ECEC program.

A comprehensive data plan is recently developed by the leadership team.

This document outlines expectations of data sets to be used, the purpose, and targets associated with the data. The Annual Implementation Plan (AIP) details actions, targets and responsible officers for each of the three Explicit Improvement Agenda (EIA) priorities. Teacher knowledge of how their class and year level is tracking against targets is emerging. The school enrolment comprises a significant number of students in priority groups including students with disability, English as an Additional Language or Dialect (EAL/D) students, students in Out-of-Home Care (OOHC) and Aboriginal and Torres Strait Islander students. Explicit targets and a shared understanding of the progress of students in priority groups are yet to be developed in the EIA.

Staff members are committed to continual professional growth and view this as central to improving outcomes for all students.

The principal has embedded effective structures to ensure collaboration between leaders and teachers. A strong ethos of shared responsibility and collegial support is apparent amongst staff members. Teachers, school leaders and teacher aides take personal and collective responsibility for student learning and work together, learning from each other's practices.

School leaders recognise that highly effective teaching is essential to improving learning outcomes for all students.

The school has recently developed a detailed Approach to Pedagogy document summarising the signature practices within the school. With the school mantra of 'the right pedagogy at the right time for the right student', the school's approach to pedagogy entails



several evidenced-based teaching practices. A strong emphasis is placed on identifying the learning needs of students and then selecting the most appropriate approach to utilise.



2.2 Key improvement strategies

Prioritise student attendance within the EIA to develop a comprehensive whole-school approach.

Refine goal setting processes to build student ownership and understanding of their learning goals.

Investigate strategies to connect and build relationships with families of children aged 0 to 5 years to facilitate successful transitions to school.

Strengthen a culture of high expectations and collective ownership for student learning by co-creating aspirational targets for student achievement aligned to the EIA.