



School Improvement Unit Report

Haigslea State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Haigslea State School on 9 and 10 March 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

Location:	Thagoona-Haigslea Road, Haigslea
Education region:	Metropolitan
The school opened in:	2012
Year levels:	Prep to Year 6
Current school enrolment:	43
Indigenous enrolments:	7 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	939
Year principal appointed:	2016 (acting)
Number of teachers:	2.6 (full-time equivalent)
Nearby schools:	Ashwell State School, Marburg State School, Minden State School, Mount Marrow State School, Rosewood State School, Rosewood State High School, Walloon State School
Significant community partnerships:	Haigslea Uniting Church
Unique school programs:	Haigslea State School, Student Council



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 Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Three teachers
 - 20 Students
 - Three teacher aides
 - Five parents
 - Deputy principal, Rosewood State High School

1.4 Review team

Peter Doyle

Internal reviewer, SIU (review chair)

Pauline Porch

Peer reviewer



2. Executive summary

2.1 Key findings

- The school is seen as the central focus of the community.

The school is held in very high regard by the community. Parents and community members comment on the numerous positive aspects of the school. They see the school as being the hub of the local community. Parents and community members are impressed by the quality of the teaching staff. Members of the school community are supportive of the school and attend a wide range of school community events.

- There is a strong commitment to the improvement agenda of the school.

The principal has led the school-wide commitment to improving learning for the range of students in the school. The three improvement agendas communicated by the principal and staff members are reading, writing and data. These are widely understood by all staff members, students and families.

- There is strong evidence that student behaviour is managed well in the school within a supportive and inclusive environment.

The school has adopted strategies from Positive Behaviour for Learning (PB4L) as the basis of its behaviour management policy. The school's Responsible Behaviour Plan for Learning (RBPL) is constantly reviewed to ensure it meets emerging needs or priorities. There are no short-term disciplinary absences at Haigslea State School in 2015 and only one in the previous four years.

- Staff members feel valued and feedback is provided on an informal basis.

Staff members work very closely and consistently across the school and speak of the collective responsibility for ensuring successful student learning outcomes. It is evident that there is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes. Staff members have identified that they are receiving informal feedback about how they are performing within their different roles. As yet, there is no formal observation and feedback process that exists within the school to monitor the implementation of the key improvement agendas.

- Members of the community are kept well informed of the progress of students.

Students are able to articulate and discuss their current data levels and how they are progressing. The principal effectively communicates weekly data progress reports to parents to inform them of their child's progress.

- Staff members are committed to assessing, identifying and catering for the needs of all students.



Staff members report that learning experiences are engaging and provide an appropriate level of challenge for the full range of students. Some students report that they would appreciate engaging in activities that are more challenging. Individual teachers promote the extension of academically capable students. Documented plans for the extension of students are not yet documented.

- It is evident that the principal and support staff view student learning data as an important element in analysing student learning and in shaping classroom learning programs.

Teachers undertake a range of professional development activities to improve their data literacy skills. A literacy coach is employed to analyse data and trends, set plans and discuss strategies with all staff. A reading data wall is located in a common area accessed by all staff members. Data walls are also located in each teachers' classroom. The progress of children along the data wall is celebrated. There was little evidence that all teachers were able to deeply analyse school data.



2.2 Key improvement strategies

- Map the roles, responsibilities and accountabilities of all staff members to ensure clarity about the improvement agenda and its implementation.
- Prepare and enact a school-wide plan to cater for the more academically able students, taking into account their individual strengths and interests.
- Develop an individual data profile, for each student, which supports the classroom focus. Provide planned opportunities for staff members to further develop data literacy skills.
- Develop a feedback culture encompassing observation and feedback for all staff members to support the development of a culture of continuous professional improvement.