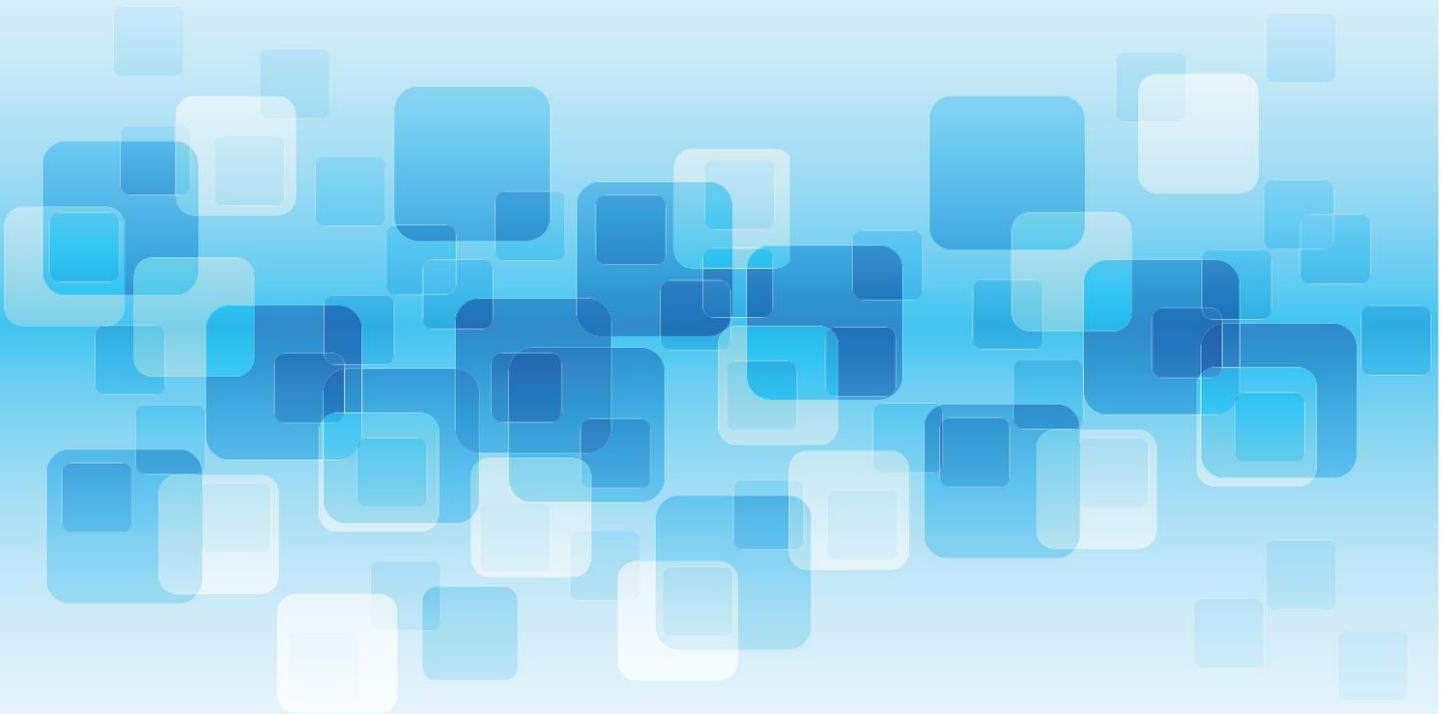# School Improvement Unit
Report

Hatton Vale State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Hatton Vale State School from 3 to 5 November 2015. 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:	Hannant Road, Hatton Vale
Education region:	Darling Downs South West
The school opened in:	1891
Year levels:	Prep to Year 6
Current school enrolment:	390
Indigenous enrolments:	7 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	938
Year principal appointed:	Semester 2, 2015
Number of teachers:	20.1 (full-time equivalent)
Nearby schools:	Lockrose State School, Laidley District State School, Glenore Grove State School, Forest Hill State School, Blenheim State School, Thornton State School, Kentville State School, Laidley State High School
Significant community partnerships:	Hatton Vale Crèche and Kindergarten (C&K), Crayons Childcare, Bright Horizons Childcare
Unique school programs:	Hatton Vale Diverse Learning Centre

1.3 Review methodology

The review was conducted by a team of three 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 three days

- interviews with staff, students, parents and community representatives, including:

    o Principal and deputy principal

    o Master teacher, Head of Special Education Services (HOSES) and literacy coach

    o Guidance officer

    o School chaplain

    o Business Services Manager (BSM)

    o 15 teachers and Special Education Program (SEP) teacher

    o 12 teacher aides

    o Two administration staff

    o Grounds and facilities officer and two cleaners

    o 97 students

    o 10 parents

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Bradley Francis	External reviewer
Ian Hall	External reviewer

2. Executive summary

2.1 Key findings

- Staff and parents acknowledge that there have been improvements in the learning culture across the school.

  There are growing levels of trust and confidence by staff and community members in the leadership of the school after the period of instability. This is evident in the improvements in School Opinion Survey 2015 data and interviews conducted during the review process.

- The school is developing community support with local businesses and the wider school community.

  The school's Parents and Citizens' Association (P&C) has been reformed with a new executive. The principal is working with this group to build a close and productive partnership. The P&C president advised that the association has resolved inherited accounting issues and is developing partnerships with some businesses.

  The two significant partners, Hatton Vale Crèche and Kindergarten (C&K) and Crayons Childcare are located close by and have informal arrangements with the school for the transition of children to the Prep year.

- Significant progress has been made by the school in regards to student attendance.

  The school's attendance rate has improved during the past 12 months. Consistent actions by staff to track and follow up on student absences which includes phone calls home by administrative staff have contributed to these gains. The current rate of attendance is 91.1 per cent. The 2015 rate for students attending less than 85 per cent of the school year is 13.8 per cent, which is considerably improved from 20.8 per cent of students attending for less than 85 per cent of the school year in 2014.

- Members of the school community report a significant improvement in behaviour across the school with the introduction of Positive Behaviour for Learning (PB4L).

  Consistent practices by staff, which provide rewards and consequences for actions have contributed to this improvement in student behaviour. While there are improvements in behaviour, the school recognises that further improvements are necessary to enable quality learning to occur in classrooms.

- The school is developing data literacy practices of staff.

  The leadership team views reliable and timely student data as essential to the effective leadership of the school. There is a documented assessment schedule for the annual collection of student achievement data, which includes term-by-term targets. Teachers are undertaking a range of professional development activities to improve their data literacy.

- The school has identified the need to develop consistency and the alignment of curriculum across the school.

  The school has developed a curriculum overview plan. The plan is based upon the Curriculum into the Classroom (C2C) units of work that have been modified by teachers to meet the needs of the school. There are consistent links with the Australian Curriculum (AC) expectations. The plan is available to all staff in the school curriculum folders. Consistent effective use of the plan is yet to be embedded thereby enabling the alignment of the intended curriculum across the school.

- The school is developing practices to provide positive and challenging learning environments for students.

  The leadership team recognises that the consistent delivery of quality teaching practices is critical to improving student outcomes. The school has adopted the Explicit Instruction model by Archer and Hughes[1] and is progressively interrogating each of the 16 elements of Explicit Instruction with staff. While the recognition of a pedagogical framework is articulated, a process for the consistent implementation and monitoring at the classroom level is yet to be established.

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[1] Archer, AL and Hughes, CA 2011, *Explicit Instruction: Effective and Efficient Teaching,* Guilford Press, New York, USA.

2.2 Key improvement strategies

- Ensure a united whole-school community approach to the future direction of the school. Develop a strategic plan for each Explicit Improvement Agenda that includes human resource allocations, budget, curriculum, supports, extensions, timelines, benchmarks, targets, accountabilities and celebrations.

- Promote teacher capacity. Develop and implement a coaching and mentoring program, supported by effective feedback in order to increase staff capacity to further the school's explicit improvement agenda.

- Develop consistent practices that align the school's curriculum. Reflect on teacher planning, assessment and moderation.