

Home Hill State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Home Hill State High School** from **7 to 9 June 2017**.

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 consider in consultation with its regional office and school community.

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

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

James Baker	Internal reviewer, SIU (review chair)
Clare Grant	External reviewer
John Wessel	External reviewer



1.2 School context

Location:	First Street, Home Hill
Education region:	North Queensland Region
The school opened in:	1964
Year levels:	Year 7 to Year 12
Current school enrolment:	252
Indigenous enrolments:	8.7 per cent
Students with disability enrolments:	9.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	936
Year principal appointed:	2016
Number of teachers:	25.4
Nearby schools:	Home Hill State School, Osborne State School, Gumlu State School, St Coleman's Catholic School, Ayr State High School, Burdekin Catholic High School
Significant community partnerships:	AgriBusiness
Unique school programs:	AgriBusiness, Learning, Performance and Citizenship (LPC) Week



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, 29 teachers including Heads of Department (HOD), Business Services Manager (BSM), two schools officers, four cleaners, five teacher aides, youth support coordinator (YSC), Indigenous education worker, two office staff, chaplain, and guidance officer.

Community and business groups:

- President, past treasurer and secretary of the Parents and Citizens' Association (P&C), tuckshop convenor, school-based Youth Health Nurse and parents.

Partner schools and other educational providers:

- Principals of Home Hill State School and Gumlu State School.

Government and departmental representatives:

- State Member for Burdekin, Councillor Burdekin Shire Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	2017 AIP Improvement Agenda
Investing for Success 2017	School Data Profile (Semester 1, 2017)
Headline Indicators (2016)	School budget overview
OneSchool	Curriculum planning documents
Professional development plan	Literacy Action Plan 2017
Our Pedagogical Framework	School newsletters and website
Responsible Behaviour Plan For Students	Pedagogical Framework: Teacher professional Toolkit
Home Hill State High School 4 Year Strategic Plan 2015 – 2018	Home Hill State High School Personnel Structures and Responsibilities 2017
School Opinion Survey	



2. Executive summary

2.1 Key findings

The school projects a positive culture and a caring, inclusive and orderly learning environment with respectful relationships amongst students, staff and community members.

Parents report high levels of satisfaction with the school and comment that individual students' strengths are recognised, valued and further developed. A range of programs and extracurricular activities is offered within the school and through external community organisations to promote student wellbeing.

The school leadership team views purposeful use of school student achievement data as essential to effective teaching and learning across the school.

The school reports a growing culture around teacher use of data. Teachers conduct regular conversations with individual students regarding their progress and appropriate interventions are implemented to support students where necessary.

The school budget is collaboratively developed and aligned to school and system priorities and supports the educational needs of the school.

The school is well resourced to meet the learning and wellbeing needs of all students. An active and dedicated Parents and Citizens' Association (P&C) provides the principal with parent opinion and advice regarding school policies and practices.

The school leadership team is driving a strong improvement agenda focused on Learning, Performance and Citizenship (LPC).

The 2017 Annual Implementation Plan (AIP) improvement agenda identifies a broad range of priorities and targets within each of these areas relating to literacy, humanities renewal, target groups' success, teacher capacity development, structured wellbeing and self-development, and cluster schools engagement through collaborative development and growth. Accountabilities of key personnel regarding measuring the impact of improvement strategies and monitoring progress toward targets are not yet apparent.

The school is utilising current Investing for Success (I4S) resources to build teacher capacity regarding the teaching of reading and writing.

The I4S team is employed to drive this initiative across the school and early indications from staff members reveal the professional learning around the teaching of vocabulary, reading and writing is valued. Teachers acknowledge the positive influence of this learning on their classroom teaching practice. Staff members express a willingness to extend this initiative and scale the work beyond staffrooms and faculty meetings so that a whole-school strategic approach is apparent.



School leaders and staff members take personal responsibility for student learning and success.

Teachers are committed to a culture of continuous professional improvement and express a willingness to work together and to learn from each other's practices. The principal recognizes the need for a more formalised whole-school approach to coaching and mentoring as a vehicle to broaden a culture of collaboration within and across faculties.

A range of senior learning pathways enables students to pursue differing career objectives.

The diversity of curriculum offerings is highly valued by students and parents. Vocational pathways including School-based Apprenticeships and Traineeships (SATS) and structured workplace learning are well developed at the school. School leaders recognize the need to develop a marketing strategy to promote the unique identity of the school and what it offers.

There is widespread recognition by staff members that students in their classes are at various stages of development in their learning and require differentiated approaches in their daily teaching.

Teachers indicate they utilise a variety of approaches to differentiate teaching and learning to cater for the diverse range of learning needs in classes. The school has developed a bank of teaching strategies to support the differentiation of classroom teaching.

The school has developed a comprehensive range of partnerships with business, community organisations and other learning institutions to access resources and learning opportunities for students beyond the school.

The school has developed significant links to the agricultural sector and is an Agribusiness Gateway school. Strong links exist between local primary schools and the high school to ensure a seamless transition for enrolling students.



2.2 Key improvement strategies

Sharpen and narrow the improvement agenda with embedded targets to focus whole-school action.

Develop Quality Assurance (QA) processes to monitor and evaluate the effectiveness of strategies to progress the school improvement agenda.

Engage all staff members in the work generated by the I4S literacy action plan to strengthen pedagogy across the school.

Develop and implement a formalized coaching and mentoring model for all staff members.

Develop a marketing strategy that captures the unique identity of the school.