

# Home Hill State High School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Home Hill State High School** from **22 to 24 March 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Darrin Edwards	Peer reviewer
Clare Grant	External reviewer



## 1.2 School context

<b>Location:</b>	First Street, Home Hill	
<b>Education region:</b>	North Queensland Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	250	
<b>Indigenous enrolment percentage:</b>	15.7 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	21 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	927	
<b>Year principal appointed:</b>	2016	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, three Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), literacy coach, 20 teachers, five teacher aides, two administration officers, Indigenous Education Worker (IEW), Youth Support Coordinator (YSC), three cleaners, two facilities officers, 33 students, 11 parents, Parents and Citizens' Association (P&C) president and secretary and school tuckshop convenor.

Community and business groups:

- Four community members.

Partner schools and other educational providers:

- Gumlu State School principal, Home Hill State School principal and Ayr State High School principal.

Government and departmental representatives:

- State Member for Burdekin and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
School budget overview	School Data Profile (Semester 1 2020)
OneSchool	Curriculum planning documents
Professional learning plan 2020-2021	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Student Code of Conduct
School Opinion Survey	Headline Indicators (October 2020 release)



## 2. Executive summary

### 2.1 Key findings

**Established in 1964, the school has a proud history of providing a quality public education in the local area.**

Its original Latin motto, '*Finis Coronat Opus*,' is displayed prominently in various parts of the campus, in conjunction with its translation – 'The end crowns the work.' The motto is apparent in a range of artefacts across the school including signage and publications.

**The school has a long established and well-regarded model for expressing and communicating the school's shared vision for teaching and learning in the school.**

The Learning, Performance, and Citizenship (LPC) pillars are utilised by the school as an organising structure for strategic planning, and to provide a framework to communicate with students, staff, parents, and the community

**The school is focusing energy and attention on systematic curriculum delivery.**

Staff members identify the importance of developing a relevant and engaging curriculum for all students. Teachers describe heightened understanding of important aspects of curriculum, including content descriptors, achievement standards, marking guides, and exemplars. Students, parents and staff value the provision of broad curriculum offerings at the school.

**Staff members articulate the importance of providing all young people with a quality education.**

The principal has articulated and documented expectations for student attendance, engagement and outcomes. Staff members articulate a belief that there has been a decline in collegiality across the school. The areas of trust, respect, unity, and commitment are identified by staff as important in boosting school culture, enhancing staff wellbeing, and driving a strong performance agenda leading to improved outcomes for all students. The school has a documented Explicit Improvement Agenda (EIA) with eight strategies listed. Staff members are yet to articulate a detailed knowledge of all aspects of the EIA. Some identify a desire for the moral imperative of every student succeeding, underpinning the school's improvement priorities, to be clearly and regularly emphasised.

**The principal and other school leaders have initiated expectations for teacher use of research-based teaching practices in classrooms to ensure that every student is engaged, challenged, and learning successfully.**

Classroom environments predominantly reflect these teaching and learning expectations, and provide a highly stimulating, motivating, ordered and learning-focused environment. The Effective Teaching and Learning Overview (ETLO) provides the outline for a strategic approach to embedding school-wide pedagogical practices across the school. Teacher understanding of key aspects of the school's ETLO varies. Consistent use and monitoring of these practices and expectations are yet to be apparent.



**The principal and school leaders view student data as essential to their effective leadership of the school.**

Most staff members indicate that they access student learning data to inform their knowledge of learners prior to planning teaching and learning programs. A documented school data plan is developed. Some strong examples of the use of data walls within faculties and within the leadership team to monitor individual student progress are apparent. Leaders acknowledge the need to develop a strategic, school-wide approach to improving the educational outcomes for students in the Upper Two Bands (U2B).

**The school projects a positive culture and a caring, inclusive and orderly learning environment for students.**

The school has recently reviewed the Student Code of Conduct and has identified strategies to promote appropriate behaviour including responses and consequences for inappropriate student behaviour. The principal acknowledges a need for this document to be communicated widely. School staff, students and parents express the belief that there is a need for greater consistency and application of these espoused expectations.

**The leadership team supports opportunities for teaching staff to engage in faculty-based professional discussion.**

Staff members engage in a range of networking opportunities to support their professional learning and to gain collegial support relevant to their responsibilities. Some staff members are involved in a literacy program with the local primary school that involves cross-sector sharing of curriculum practices and expertise.

**Staff members understand the need to establish and maintain strong partnerships with neighbouring schools, business and community groups, families and the wider community.**

Agribusiness, as part of the Agribusiness Gateway to Industry Schools Project (AGISP), is a signature program at the school, with students engaging with a variety of relevant 'agri-topics' and industry bodies. A high level of excitement amongst staff, students and community members for the agribusiness initiative is apparent.



## 2.2 Key improvement strategies

Utilise school, regional and departmental resources to address staff-identified issues and concerns regarding collegiality, cohesion, communication, morale, and wellbeing.

Adopt a strategic approach to aligning all elements of the school's improvement priorities, leading to clarity of purpose, precision of practice, enhanced collaboration, and improved student outcomes.

Develop a strategic approach to the implementation of the newly outlined ETLO, including consultation, communication, and consistent enactment of agreed pedagogical practices across the school.

Establish a school-wide strategic approach to support higher performing students to achieve in the U2B and that addresses declining numbers of students achieving at this level.

Collaboratively align expectations, processes and practices to the newly developed Student Code of Conduct, and quality assure its implementation across the school.