

Hermit Park State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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 School Improvement Unit (SIU) at **Hermit Park State School** from **30 May** to **1 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

John Bosward	Internal reviewer, SIU (review chair)
Kim McNamara	Peer reviewer
Peter James	Peer reviewer



1.2 School context

Location:	Corner Surrey and Sussex Streets, Hyde Park
Education region:	North Queensland Region
Year opened:	1924
Year levels:	Prep to Year 6
Enrolment:	694
Indigenous enrolment percentage:	8.0 per cent
Students with disability enrolment percentage:	3.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1045
Year principal appointed:	2017
Full-time equivalent staff:	49
Significant partner schools:	Professional Learning Communities (PLC) Black: involving Belgian Gardens State School, Bluewater State School, Currajong State School, Hermit Park State School, Ingham State School, Magnetic Island State School, Railway Estate State School, and Townsville Community Learning Centre; Townsville West State School - Collegial Coaching partner school; Townsville State High School and Pimlico State High School
Significant community partnerships:	James Cook University (JCU) – JCU/Department of Education and Training (DET) partnership resulting in links to Friends of Good Schooling FRoGS and Mathematics Extension Program, Beekeepers Association, Joyful Foundation and Challenge Games.
Significant school programs:	Instrumental Music: includes a range of bands – senior, junior, string ensemble, orchestra, and senior and junior choirs, Sustainability Program, Intensive Reading Years 4 to 6, Collegial Coaching, Age-appropriate pedagogies, Opti-MINDS - Opti-MINDS Creative Sustainability Challenge



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Curriculum (HOC), guidance officer, Business Services Manager (BSM), Parents and Citizens' Association (P&C) president, Outside School Hours Care (OSHC) chairperson, two school council representatives, three administration assistants, seven teacher aides, schools officer, teacher librarian, 61 students, 10 parents and 24 teachers.

Community and business groups:

- Challenge Games chairperson.

Partner schools and other educational providers:

- Principal Pimlico State High School and Principal Currajong State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2, 2016)	School Data Profile (April 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Learning at Hermit Park Slider	Hermit Park Ed Studio
PLC Moderation Document	Student Assessment Profile
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school's staff members and broader school community are highly committed to improving outcomes for all students.

There is a strong commitment from staff members to student learning and wellbeing. High expectations for all students in learning, behaviour and attendance are apparent across the school. Teachers speak positively regarding their students and articulate a genuine belief that all students can learn and be successful. Parents express appreciation for the professionalism and dedication of staff members.

High levels of trust are apparent across the school community.

The broader community holds the school in high regard and a strong collegial culture is apparent amongst all staff members. A willingness of staff members to invite colleagues and leaders into their classrooms to observe their teaching is embedded across the school.

The classrooms and school grounds are attractive and stimulating and project an expectation of success in learning.

The school grounds are neat and well presented. It is apparent that all staff members take pride in their work to maintain the school environment. Students display a sense of pride in their school and value the opportunities they have to participate a range of sustainable projects offered throughout the school.

The leadership team analyses school performance data over a number of years to develop the Explicit Improvement Agenda (EIA).

The school identifies a broad range of priority areas as central to its EIA. Priority areas include improvement in students' reading and writing skills, improvement in Upper Two Bands (U2B) numeracy achievement levels and the consistent provision of quality teaching and learning. Some teachers are able to identify all aspects of the school's 2017 EIA.

The leadership team recognises and supports the need for effective teaching to improve student learning outcomes.

The school's pedagogical framework is currently being reviewed to reflect the changing practices throughout the school. The review is led by members of the leadership team and a Professional Learning Community (PLC), ensuring teacher agency in the process. Processes are developed to seek feedback from teachers beyond this group.



The school's EIA identifies the belief that quality teaching and learning is a key to students' success as learners.

The school has commenced processes to support the implementation of the regional priority of creating 'Assessment Literate Learners'. This process is supported by research and aims to support students in understanding how they are being assessed and how to successfully demonstrate their learning. This practice is apparent in some classrooms in the school.

The leadership team recognises the importance of feedback as part of effective teaching practices to improve student learning outcomes.

Staff members and students indicate that all teachers provide feedback to students and some teachers provide feedback that identifies the next steps in learning. A consistent process to deliver effective, regular and timely feedback to all students is emerging.

The Collegial Coaching program has operated in the school for a number of years and supports the development of professional practice.

Teachers are provided with feedback regarding their pedagogy through this program. All teachers articulate the value of the program in improving their pedagogy and developing a culture of trust throughout the school. The leadership team members recognise the importance of feedback to teachers and model this to all staff members through their participation in the Collegial Coaching program.



2.2 Key improvement strategies

Collaboratively narrow, sharpen and communicate the school's EIA.

Continue the revision of the pedagogical framework in consultation and collaboration with staff members to reflect current high-yield strategies.

Embed a consistent model of creating 'Assessment Literate Learners' throughout the school.

Develop and implement a consistent approach to providing effective feedback to students that identifies the next steps in learning.