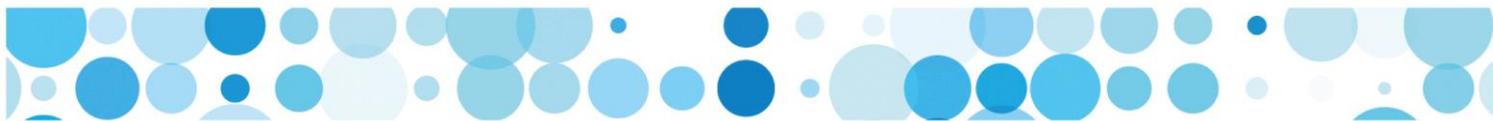


Hermit Park State School

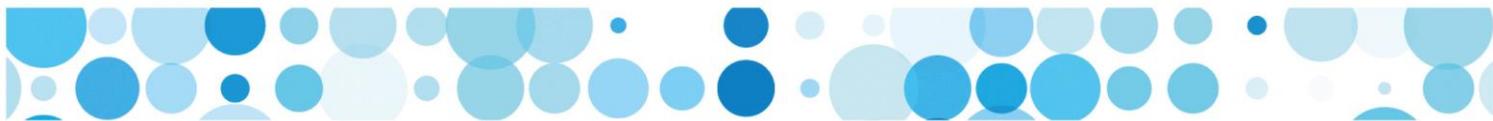
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Hermit Park State School** from **14 to 16 July 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.

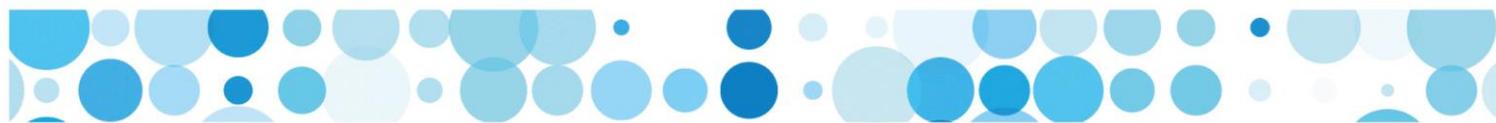
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

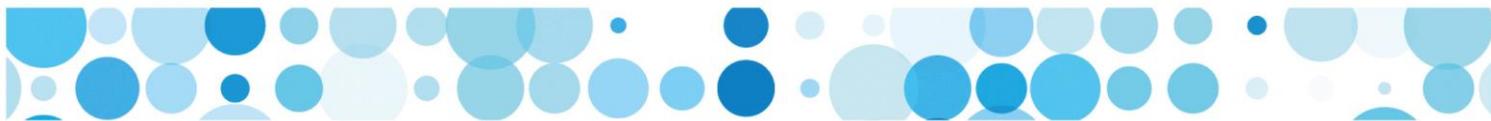
1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Angelique Padgett	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Cnr Surrey and Sussex Streets, Hyde Park	
Education region:	North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	666	
Indigenous enrolment percentage:	11 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1030	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), guidance officer, 37 teachers, eight teacher aides, eight ancillary staff, 62 students and 55 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, school council chair and Western Suburbs Kindergarten director.

Partner schools and other educational providers:

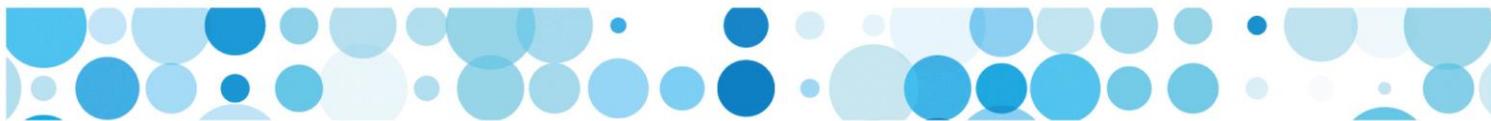
- Pimlico State High School principal, Townsville State High School principal, Belgian Gardens State School principal and Bluewater State School principal.

Government and departmental representatives:

- State Member for Townsville and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool and SORD school data	School Data Profile (Semester 1 2021)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Collegial Coaching documentation	Student Code of Conduct 2021-2024
Teaching Handbook & supporting frameworks	School based curriculum, assessment and reporting framework
Short Term Data cycles planning and documentation	Headline Indicators (October 2020 release)



2. Executive summary

2.1 Key findings

The motto of *'Making a better world'* underpins the ethos of the school.

The principal and staff are committed to ensuring students become resilient, lifelong learners who are compassionate and curious. A focus on the whole child pervades the work of staff, who pride themselves on honouring long-held traditions and providing a wide range of unique learning experiences to empower students to become connected global citizens. School leaders place a strong emphasis on fostering genuine and purposeful partnerships with parents and the wider community. They place high value on environmental awareness and sustainability through a range of innovative, interactive and engaging experiences students readily access.

Staff demonstrate a strong sense of ownership and pride in the school.

The school presents as calm, orderly and focused on learning where staff share the belief that all students can realise success. School leaders articulate promoting an environment that has high expectations for all students to learn successfully. Leaders additionally express the belief that all staff members accept responsibility and accountability for providing a learning environment that is safe, respectful, tolerant and inclusive promoting intellectual rigour. Many staff acknowledge a genuine long-term focus on wellbeing practices is reflected by the school's palpable healthy and positive culture. Conversations with a range of stakeholders indicate that the broader community holds the school in high regard. Students acknowledge the opportunities they are afforded at the school and speak proudly of being a member of the school community.

Staff are committed to achieving a balance of improvements in learning and wellbeing outcomes for students.

The principal has collaboratively established and is leading an Explicit Improvement Agenda (EIA) defined as a focus on literacy – writing, spelling and vocabulary, critical and creative thinkers and wellbeing. Staff believe in the future direction of the school and there are obvious high levels of trust between school leaders, staff and members of the school community. School leaders and teachers acknowledge a focus on critical and creative thinking through inquiry-based learning is an emerging piece of work and will require significant ongoing professional learning and capability building for all staff. Many staff express wellbeing practices are well embedded across the school and will continue to be nurtured. School leaders articulate in the next strategic planning cycle, aspirational targets for student achievement will need to be clearly communicated and understood by staff.

The principal and school leaders are united and demonstrate a commitment to continuous school improvement.

Teachers acknowledge the high levels of professionalism demonstrated by school leaders and the level of collaboration apparent across the school as factors influencing the school's success towards the agreed improvement agenda. Some staff articulate the importance of



all school leaders being actively engaged in practices that support the consistency and expectations for teaching and learning, and that this will only further strengthen embedding the EIA, in particular the current focus on inquiry-based learning. School leaders acknowledge building their own capability in embedding inquiry-based learning into classroom planning and practice is a key priority.

The school is implementing a culture of inquiry-based learning to promote students becoming critical and creative thinkers.

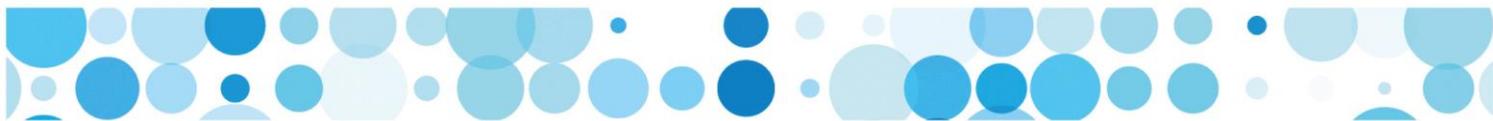
The whole-school implementation of inquiry-based learning is led by the Head of Department – Curriculum (HOD-C). School leaders and teachers acknowledge a focus on critical and creative thinking through inquiry-based learning is an emerging piece of work and will require significant ongoing professional learning and capability building for all staff. This work includes developing a whole-school approach, building teacher capability with a consistent inquiry process, in addition to co-planning inquiry units of work. This is in the early stages and staff are excited to explore and implement inquiry-based learning. Staff members are cognisant about this approach being new and openly discuss the level of support available to assist them to implement the approach.

The school has a detailed, sequenced plan for curriculum delivery and assessment, referencing the Australian Curriculum (AC) and reflecting three levels of planning.

A dedicated HOD-C leads and supports curriculum planning and implementation. School leaders and Learning Mentors (LM) are included in curriculum planning meetings with classroom teachers, utilising collegial expertise. Year level planning meetings, including specialist teachers and support teachers, are held once a term to build depth in teacher understanding of the AC in addition to consistency of delivery across year levels. The school's LMs work alongside teachers to refine pedagogy and progress the enactment of the curriculum plans outlined in year level cohort planning. School leaders acknowledge that it is all of the team's responsibility to lead the AC and develop processes to track the effectiveness of its enactment in classrooms.

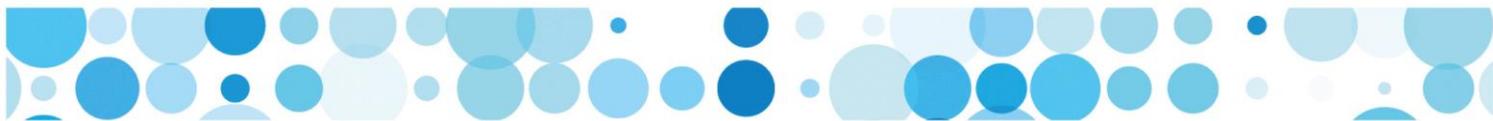
Staff speak positively of a learning culture that is nurtured and promoted by school leaders.

The school's Collegial Coaching (CC) model has evolved over time and is widely accepted as a signature school-wide process. Teachers identify an agreed teaching practice they would value receiving feedback about, following an actual classroom observation to support individual staff capability. Staff willingly participate and speak highly of this collegial model. Once a semester, all teachers take part in the collegial engagement model whereby teachers provide feedback to each other in their chosen lesson. Teachers have autonomy in this model by choosing their collegial partner, level of feedback as well as the focus. Teacher aides express the view collegial coaching opportunities offered by the school are valued and are a form of recognition for the work they undertake in classrooms.



School leaders actively seek ways to enhance student learning and wellbeing through partnering with parents.

The school enjoys a highly active, enthusiastic and supportive Parents and Citizens' Association (P&C) that provides valuable funds to support students, staff and school initiatives. The P&C hosts a number of community events that are recognised as significant whole of community celebrations, including discos, 'loose change' challenge, 'colour explosion', Mother's Day and Father's Day stalls, and trivia nights. The P&C additionally contributes funds to support activities that include student access to specialised programs and camps, staff professional learning, and activities that ensure parents and families are welcome and connected to the school. Support for the school from the P&C is apparent in the recent provision of the Ninja playground valued at \$50 000. In addition, the P&C enthusiastically anticipates the imminent construction of the Outside School Hours Care (OSHC) facility with a P&C contribution of over \$455 000 towards this project.



2.2 Key improvement strategies

Further refine the EIA, sustaining a deep focus on the key strategies for improvement with clearly understood aspirational targets for student achievement.

Provide opportunities for all school leaders to strengthen their capability as instructional leaders to support the success of the EIA.

Embed the school's focus on inquiry-based learning, ensuring the provision of ongoing professional learning opportunities and experiences for all staff.

Develop processes for all school leaders to regularly monitor the intent and rigour of the AC are enacted in all classrooms.