Howard State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Howard State School** from **24** to **26 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the _National School Improvement Tool_. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
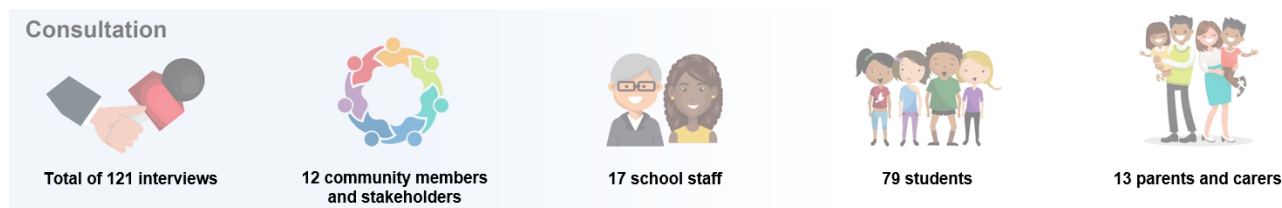
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford	Internal reviewer, SRR (review chair)
Kim Fillery	Peer reviewer
Bob Cole	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 121 interviews | 12 community members and stakeholders | 17 school staff | 79 students | 13 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the traditional owners of the land on which the school is located.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	148
Indigenous enrolment percentage:	15.5%
Students with disability percentage:	29.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	908

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **17** to **19 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 931 and the school enrolment was 143 with an Indigenous enrolment of 15% and a student with disability enrolment of 4%.

The key improvement strategies recommended in the review are listed below.

- Quality assure the implementation of agreed Positive Behaviour for Learning (PBL) processes and practices to enhance consistency in its use by staff across the school. (Domain 3)

- Collaboratively develop a whole-school inclusion framework to strengthen staff knowledge, understanding and application of high-quality inclusion processes and practices. (Domain 7)

- Collaboratively develop a statement of Explicit Improvement Agenda (EIA) aligned roles, responsibilities, accountabilities, targets and timelines for key staff and share this across the school community. (Domain 1)

- Jointly develop a professional learning plan that builds school-wide capability to enhance the delivery of the EIA. (Domain 5)

- Further strengthen school-wide pedagogy by collaboratively refining, documenting and implementing agreed collegial observation, feedback and coaching processes for all teaching staff. (Domain 8)

2. Executive summary

2.1 Key affirmations

The leadership team is leading a narrow and sharp EIA.

School leaders have maintained a focus on implementing actions aligned with the Annual Implementation Plan (AIP) to progress an EIA. Teachers and students are able to articulate the EIA. The principal communicates the strategic plan has been reviewed, and as a leadership team, they have prioritised strategies that support students' needs.

Teachers express satisfaction with their access to resources in supporting students' classroom work.

Leaders articulate that maximising human, financial and physical resources is vital in supporting student engagement and teaching practices. Many teachers communicate that the principal and Business Manager (BM) are prepared to consider all reasonable resourcing requests when they are targeted at improving learning and school performance. The current focus on teaching and learning English is supported by the employment of a Head of Department – Curriculum (HOD-C), inclusive education teacher and additional Support Teacher Literacy and Numeracy (STLaN). Teacher aides work with class teachers to support the focus on literacy learning.

Collaborative planning of the curriculum is developing an expert teaching team.

Leaders meet with teachers to plan for English. Data-focused conversations are an important part of these planning sessions. They encourage all teachers to reflect on their teaching and students' achievement data. Teachers communicate there is now a collective understanding of expectations regarding how to plan for teaching the Australian Curriculum (AC), in particular English. Many students communicate they enjoy English find the units engaging.

Students articulate appreciation for the opportunities teachers provide them.

Many students speak fondly of the extracurricular learning experiences and how staff support their social development. Students are involved in several local events each year such as Anzac Day commemorations. Visits to other local schools for events such as Read to Me Day, Life Education, Howard's Got Talent and Book Week celebrations are favourably commented on by many students and parents.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively develop a shared understanding of agreed ways of working as a team, utilising an external facilitator, to achieve a united approach to teaching and learning and school improvement.

Collaboratively create a set of staff values, standards and protocols for staff communication and interactions, to guide staff collaborations and create a productive, safe work environment.

Domain 1: An explicit improvement agenda

Initiate strategies to increase the capability of identified teacher leaders to drive school improvement priorities and develop the capability of all teaching staff.

Domain 2: Analysis and discussion of data

Build the data literacy of all teachers to enable active engagement in deeper data-informed conversations that inform next steps in teaching and learning.

Domain 6: Systematic curriculum delivery

Prioritise the implementation of whole-school moderation processes at multiple junctures to enhance collaborative planning, strengthen teachers' curriculum understanding and support them in selecting effective pedagogies.