



School Improvement Unit Report

Hambledon State School **Executive Summary**



1. Introduction

1.1 Background

This report is a product of a review carried out at Hambleton State School from 9 to 11 September 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	77-83 Stokes Street, Edmonton
Education region:	Far North Queensland
The school opened in:	1887
Year levels:	Prep to Year 6
Current school enrolment:	821
Indigenous enrolments:	27 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	932
Year principal appointed:	2015
Number of teachers:	34
Nearby schools:	Bentley Park College, Isabella State School
Significant community partnerships:	Cairns and District Playgroup Association, Woolworths, Independent Growers Association
Unique school programs:	Breakfast program, Hambleton Playschool (Step up into education playgroup)



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director/Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two deputy principals, the Head of Special Education Services (HOSES) and master teacher
 - Guidance officer, Year 1 Support Teacher Literacy and Numeracy (STLaN) teacher, behaviour support teacher, music and physical education teachers and four special education teachers
 - More than 28 classroom teachers, six teacher aides and two administration officers
 - 14 Year 6 students
 - Parents and Citizens' Association(P&C) president, 11 parents and tuckshop convenor
 - Local high school, outside school hours care coordinator, local early childhood provider, school playgroup coordinator, school chaplain and local councillor.

1.4 Review team

Hugh Goodfellow	Internal reviewer, SIU (review chair)
Leann Griffith-Baker	Peer reviewer
Ian Hall	External reviewer



2. Executive summary

2.1 Key findings

- The school has reviewed school strategic planning documents and identified key foci for the present year.

Writing is a focus and staff and community members identified this as a school priority. A consistency of approach to writing practices across the school has led to improvement in student outcomes. The 2015 Year 3 and Year 5 National Assessment Program – Literacy and Numeracy (NAPLAN) results are evidence of this improvement.

- Staff are committed to improving the outcomes for student.

The leadership team have identified that greater levels of communication and collaboration between staff members' needs to occur so that the planning and delivery of key learning programs and teaching strategies are provided in a more consistent way.

- There is clear evidence school leaders view reliable data about school performance as essential to the continuous improvement of student outcomes.

The school has a reporting schedule and collects a range of data. The reporting schedule includes timelines and targets to be achieved. There is a need to refine the schedule to reflect current school practice.

- The school has established a responsible behaviour plan for students implemented through the Positive Behaviour for Learning (PB4L) initiative.

School leadership acknowledges that the present implementation of this plan is not meeting the needs of the school and the behaviour of some students is impacting on student learning. Many classroom learning environments that were observed demonstrated limited challenge and engagement practices to meet the needs of all students. Teachers identified that behaviours of some students restricted their pedagogical choices.

- The school has reviewed school planning documents to ensure that they are compliant with departmental requirements.

Units of work are now predominately drawn from the Curriculum into the Classroom (C2C) resource. Most year levels are working together to plan units of work. A consistent delivery of the curriculum is beginning to develop across most year levels.

- The school principal has targeted funds to support a number of key leadership positions in the school to drive the improvement agenda.

These include an additional half-time deputy principal, curriculum coordinator, behaviour support teacher, lead teachers and explicit teaching coaching positions.



- School leaders are explicit about their desire to see effective teaching occurring throughout the school.

Teachers use the *Explicit Teaching Model* which is evident in all classrooms. The leadership team make class observations focused on explicit teaching and feedback cycles which includes discussions of specific teaching practices.



2.2 Key improvement strategies

- Review the Positive Behaviour for Learning program to create and maintain a safe and engaging school environment.
- Develop structures that enable staff, students and parents to have input into the decision making practices of the school.
- Engage all students in their learning to ensure that they experience meaningful and personal success.
- Embed a school-wide structure that enables teachers to collaboratively plan units of work to ensure consistency across year levels and vertical alignment through the school.
- Maximise the effectiveness of all leadership positions within the school through strategic coordination of roles and responsibilities to promote consistency of curriculum planning and pedagogical delivery.