

Hambledon 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 **Hambledon State School** from **3 to 5 May 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 the 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.

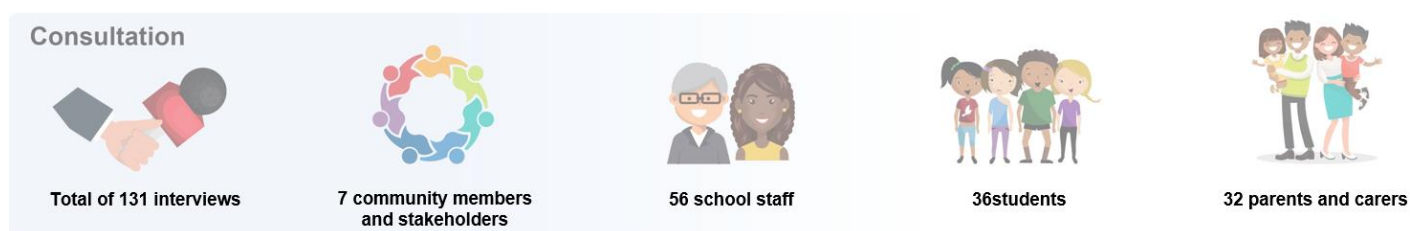
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Iqbal Singh	Peer Reviewer
Garry Lacey	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Gimuwy Wuraburra Yidinji We acknowledge the shared lands of the Yidinji nation and the Gimuwy, Wuraburra and Yidinji people of the Yidin language region.
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	472
Indigenous enrolment percentage:	36.2%
Students with disability percentage:	26.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	902

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **25 to 27 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 914 and the school enrolment was 682 with an Indigenous enrolment of 32% and a student with disability enrolment of 7%.

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

- Collaboratively review the Explicit Improvement Agenda (EIA) to narrow and sharpen the whole-school focus, clearly specifying improvement strategies, targets, roles, responsibilities, accountabilities and timelines for implementation. (Domain 1)
- Collaboratively revise Positive Behaviour for Learning (PBL) processes and systems to establish consistent whole-school high expectations and practices that promote student learning and engagement, aligned to the Responsible Behaviour Plan for Students (RBPS), ensuring consistent responses to all areas of student behaviour. (Domain 3)
- Review the whole-school curriculum assessment and reporting framework to develop a plan aligned to the Australian Curriculum (AC) that is explicit, coherent and sequenced for curriculum delivery across the years of school and that makes clear what and when teachers should teach and students should learn, including the development of locally relevant units and the incorporation of the general capabilities. (Domain 6)
- Collaboratively review and develop the pedagogical framework to include whole-school agreed teaching practices and expectations for the delivery of these across the school. (Domain 8)
- Collaboratively develop an action plan that supports the enhancement of inclusive practices of all students into the mainstream setting. (Domain 7)

2. Executive summary

2.1 Key affirmations

Staff are committed to willingly go the 'extra mile' for their students.

Leaders and staff collectively speak about their shared commitment for doing what it takes to realise the potential of every student. Many staff describe how much they love their students. They willingly explore ways to support students to access every opportunity to participate in the full life of the school. A strong ethic of care and emphasis on improving student educational achievement, engagement and wellbeing outcomes is apparent. Many staff express a common appreciation for the support provided by the leadership team to help staff to do their best for improving outcomes for every student.

PBL is creating supportive environments for students to learn and achieve success.

Leaders advise PBL is the adopted approach for behaviour support. The 4 expectations; Be safe, Be respectful, Be a learner and Be resilient, are widely communicated and used for 'High-Five' positive rewards that are highly valued by students. PBL and 'Pause' mindfulness lessons are taught weekly in all classes. Team members advise this is having a positive impact on the culture of the school.

Community confidence and appreciation for staff is acknowledged by parents.

Many parents and community members speak highly of the school. Parents value the support and care provided by teachers and speak of their strong commitment to the school. They convey appreciation for the support provided to students with diverse needs and for consciously generating a sense of belonging. Many students and parents say they appreciate the range of co-curricular opportunities offered in academic, sporting and cultural pursuits. They express gratefulness for the time that staff commit to enabling these co-curricular activities.

The locally relevant curriculum enhances engagement in learning.

Leaders and teachers demonstrate a commitment to deliver the AC by planning locally contextualised units of work that genuinely engage the interests of students. Teachers speak appreciatively of the support they receive in their curriculum, teaching and learning from colleagues and leaders. Culminating activities are developed to engage parents with the learning of their children. Teachers advise these activities are well attended by parents and students say they really enjoy their hands on experiences.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Revitalise school improvement planning processes to ensure strategic documents reflect school and system priorities to provide greater clarity, direction and focus on the improvement of student learning and wellbeing outcomes.

Domain 7: Differentiated teaching and learning

Collaboratively develop a vision for inclusive education aligned with Department of Education (DoE) policy and invest in the capability of staff to enact this vision to drive high expectations that all students learn and achieve.

Domain 5: An expert teaching team

Enact an instructional leadership model to strengthen the capability of leaders to lead curriculum, teaching and learning and support all teachers to improve outcomes for students.

Domain 6: Systematic curriculum delivery

Collaboratively review the Curriculum, Assessment and Reporting Plan (CARP), with regional support, to align the 3 levels of planning and to develop year and band plans for all learning areas, starting with English and mathematics, to maximise opportunities for all students to access and progress through the curriculum.

Domain 5: An expert teaching team

Create direct alignment between the collegial engagement framework and associated professional learning plan, to regularly engage staff in a broad range of planned capability development opportunities aligned to school priorities and Annual Performance Development Plans (APDP).