

Somerset Hills 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 **Somerset Hills State School** from **15 to 17 June 2020**.

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.

An action plan will be developed and submitted to EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
John Collins	Internal reviewer
John Wessel	External reviewer



1.2 School context

Location:	Cnr Webster and Kitchener Roads, Stafford Heights	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	110	
Indigenous enrolment percentage:	19.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	28.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	958	
Year principal appointed:	2019 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), six teachers, five Education Support Officers (ESO), chaplain, Business Manager (BM), administration officer, schools officer, two cleaners, three members of the Parents and Citizens' Association (P&C) executive, 24 parents and 22 students.

Community and business groups:

- Nexus Care.

Partner schools and other educational providers:

- Principal Everton Park State High School.

Government and departmental representatives:

- Brisbane City Councillor for Marchant Ward, State Member for Stafford, current ARD and 2019 ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Draft Strategic Plan 2021-2024
Headline Indicators (May 2020 release)	Semester 1 2020 School Data Profile
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School Opinion Survey	School newsletters and website
Investing 4 Success (I4S)	Responsible Behaviour Plan for Students
Balanced Instructional Reading Routine	Reading Level Records
School based curriculum, assessment and reporting framework	Guided Reading for Somerset Hills State School



2. Executive summary

2.1 Key findings

School leaders, staff members and the school community are committed to improving learning outcomes for all students.

The school motto *'Reach for the Stars'* is articulated across the school by staff and students. Three key values – *'Be Kind, Work Hard, Present Proudly'* underpin the school's commitment to improvement. The motto and key values are communicated clearly to staff, students, parents and the wider community, and are proudly displayed around the school, in classrooms, and on key documents.

The principal and staff members indicate a renewed commitment to establishing a culture that promotes positive learning has commenced across the school community.

Positive behaviour is encouraged, rewarded and celebrated at school assemblies, in classrooms and in the school newsletter. Staff members, students and parents speak positively regarding changes to student behaviour processes and acknowledge the emergence of a school climate that is safe, calm and orderly.

School leaders articulate the importance of defining the roles of all school staff to develop a unified commitment to enhance the quality of teaching and learning throughout the school.

School leaders identify a critical piece of work as the collaborative development of roles and responsibilities statements, aligned to the school's improvement agenda. School leaders acknowledge the need to include key actions and accountabilities in these statements. They recognise the importance of clear communication of agreed roles and responsibilities for all staff members.

Teaching staff members acknowledge the value of data analysis and discussion to inform planning and teaching practices across the school.

School expectations regarding the use of data by teachers are documented in the school's draft pedagogical framework. Teaching staff regularly engage in data conversations to discuss student performance and teaching effectiveness. The need to develop a systematic plan for the collection, analysis and effective utilisation of a range of student achievement and wellbeing data is acknowledged by school leaders.

The school has developed a coherent whole-school curriculum plan for the key learning areas of English, mathematics, science and Humanities and Social Sciences (HASS) based on the Australian Curriculum (AC).

The Head of Curriculum (HOC) articulates that the general capabilities of literacy and numeracy are considered by teachers during curriculum planning processes. Teachers utilise the Literacy Learning Continuum to support planning for teaching literacy across the



curriculum. They articulate that Quality Assurance (QA) of curriculum planning is undertaken by the HOC and principal. School leaders acknowledge the need to develop and implement processes to rigorously monitor the enactment of the planned curriculum in all classrooms.

School leaders express a commitment to success for all students.

In all classrooms, teachers are using a grouping strategy in the teaching of guided reading to differentiate according to student need. The use of teacher aides, known locally as Education Support Officers (ESO), to assist teachers enhances the delivery of differentiated teaching during these sessions. School leaders acknowledge the need to develop clear school policies and practices to support and guide teachers to effectively implement a whole-school approach to inclusion.

School leaders recognise that highly effective teaching is the key to improving student outcomes across the school.

The school's agreed approach to teaching reading is underpinned by supported, guided reading processes. Expectations regarding the way reading is taught are clearly documented. Teachers articulate an awareness of these expectations. They express growing confidence in using agreed pedagogical practices to enhance teaching and learning across the school.

The principal articulates that the involvement of parents, key community members and local organisations is integral to the success of the school.

Parents express their appreciation for the 'Books and Blankets' Friday afternoon reading enjoyment opportunity that is well-supported by the school community. A successful family fun afternoon was conducted by the Parents & Citizens' Association (P&C) in Term 1, greatly enjoyed by all, and highlighted as particularly successful by the principal, HOC and P&C executive members. Organised games are conducted by teachers during break times as a positive behaviour strategy. Students articulate their appreciation for teachers organising and conducting these games.



2.2 Key improvement strategies

Collaboratively develop and clearly communicate roles and responsibilities statements, aligned to the school's improvement agenda, including key actions and accountabilities for all staff members.

Collaboratively develop a systematic plan for the collection, analysis and effective utilisation of a range of student achievement and wellbeing data.

Implement rigorous monitoring processes to quality assure the enactment of the planned curriculum across all learning areas.

Collaboratively develop and implement a whole-school policy and set of processes to deliver a range of classroom inclusive teaching practices that cater for the full range of students including high achieving students.