

Seven Hills State School

Executive Summary



School
Improvement
Unit





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Seven Hills State School** from **24 to 28 May 2018**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Mona Anau	Internal reviewer, SIU (review chair)
Allan Brooks	Peer reviewer
Frank Schoonderbeek	External reviewer



1.2 School context

Location:	D'Arcy Road, Seven Hills
Education region:	Metropolitan Region
Year opened:	1960
Year levels:	Prep to Year 6 Multi-age school
Enrolment:	526
Indigenous enrolment percentage:	2.5 per cent
Students with disability enrolment percentage:	4.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1129
Year principal appointed:	2008
Full-time equivalent staff:	37.87
Significant partner schools:	Gateway Learning Community (GLC) - Bulimba State School, Balmoral State High School, Murarrie State School, Morningside State School, Cannon Hill State School, Norman Park State School, Seven Hills State School
Significant community partnerships:	Thermo Fisher Scientific, Young Men's Christian Association (YMCA), LJ Hooker Cannon Hill, Holland Park Hawks Football Club, Gardner Chess, State Member of Parliament, Neighbourhood Watch
Significant school programs:	Guided reading program, Under 8's Day, Adopt-a-farmer, instrumental music program, Rock club, Sing for Fun club, local environmental groups including B4C (Bulimba Creek Catchment Coordinating Committee) and Land for Wildlife (Brisbane City Council (BCC))



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Support Teacher Literacy and Numeracy (STLaN)/Head of Special Education Services (HOSES), Head of Curriculum (HOC), Business Manager (BM), curriculum leader, 38 teachers, five teacher aides, Parents and Citizens' Association (P&C) representative, 22 parents, school council chair and guidance officer.

Community and business groups:

- Two representatives from local environmental group, YMCA representative and community care representative.

Partner schools and other educational providers:

- Principal of Norman Park State School - part of the GLC, representative from Crèche and Kindergarten (C&K).

Government and departmental representatives:

- State Member for Bulimba and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (2018)	School Data Profile (Semester 1 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

A strong collegial culture is apparent at the school.

Leadership teams, teaching and non-teaching staff work closely together. Teachers describe a strong collegial culture that is open, supportive and encouraging. Teachers have high levels of confidence, are eager to expand their knowledge to learn from others, and are keen to improve their current teaching practices.

Staff members have high expectations of every student.

Teachers work on building students' belief in their own capacity to learn successfully and encourage all students to do their best. Members of the school administration team trust teachers to be autonomous decision makers regarding the ways they manage their classrooms.

The school has built a school-wide professional team of highly capable teachers who take an active leadership role beyond the classroom.

A number of teachers have a high level of understanding of the curriculum. These teachers are eager to lead their cohort teams and have taken on year level team leader positions. The introduction of year level team leader roles has enabled another layer of leadership to support teachers within their cohort. The school has identified ways to expand leadership roles by encouraging teachers to become year level team leaders. With the expansion of the leadership team, it is apparent that an instructional leadership model is required for leaders with specific roles and responsibilities aligned to the Explicit Improvement Agenda (EIA).

The leadership team and staff members are refining the school's pedagogical framework.

The leadership team recognises that highly effective teaching is the key to improving student learning. The principal has a strong leadership role in encouraging the use of research-based teaching practices in the classroom. Teachers are able to elaborate on some elements of the pedagogical framework. The implementation and use of the framework is being refined.

There is a focus on meeting whole-school targets, and teachers work towards supporting students.

Members of the leadership team have assisted teachers to develop a deep understanding of how students learn in literacy through engagement with the inquiry cycle. This approach allows teachers to develop a deeper understanding of their practices and has led to improvement in student learning. Currently, this particular tool is used as the key driver of change in the teaching of writing.



There has been significant investment in learning across the school.

Management of the school budget is primarily the work of the principal and Business Manager (BM). All classrooms have interactive whiteboards and sets of laptops or iPads shared between classes. The school provides significant funds for resources and programs in reading. This has produced outstanding results. A rigorous Professional Development (PD) plan for teacher aides further enriches their ability to add value to student learning. The leadership team is now focusing towards writing as detailed in the EIA. There is evidence that resource allocation is being directed towards this initiative.

The school is held in high regard by parents and the wider community.

Staff members are approachable and welcoming. The school has established and developed an array of beneficial partnerships with local businesses, community organisations and individuals to enhance opportunities and learning outcomes for students. Care for the environment is a feature of school life and fosters an appreciation of the school's relationship with its surroundings.



2.2 Key improvement strategies

Develop and embed an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the EIA.

Refine the school pedagogical framework to align with the multi-age programs delivered to cater for all students.

Embed the inquiry cycle to drive the change process within the EIA.

Develop collaborative budget planning processes focused on supporting the EIA.