

# Seven 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 **Seven Hills State School** from **10 to 14 March 2022**.

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.

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

### 1.1 Review team

Len Fehlhaber	Internal reviewer, EIB (review chair)
Cameron Wayman	Internal reviewer
Valerie Hadgelias	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Turrbul and Yugara
<b>Location:</b>	Darcy Road, Seven Hills
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	510
<b>Indigenous enrolment percentage:</b>	3.7 per cent
<b>Students with disability percentage:</b>	22.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1121
<b>Year principal appointed:</b>	2008



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), Business Manager (BM), inclusion coach, inclusion teacher, guidance officer, 21 teachers, five teacher aides, administration officer, tuckshop convenor, representative Community Connect program, 103 students and 28 parents.

Community and business groups:

- Two members school council, Parents and Citizens' Association (P&C) president, representative Seven Hills Childcare and Kindergarten (C&K), representative environment club, representative ThermoFisher, representative Active School Travel (AST) committee and two representatives Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Representative Balmoral State High School and principal Morningside State School.

Government and departmental representatives:

- State Member for Bulimba and ARD.



## 2. Executive summary

### 2.1 Key findings

**The school's motto '*Where aiming high comes naturally*' is reflected through the attitudes and work of school leaders and staff members.**

Leaders and staff are united in their vision of empowering learners to be creative and critical thinkers who value communication, collaboration and diversity. Parents articulate that the school and its teachers genuinely care for their child and that the school resonates a real sense of community.

**The school is centred on an ethos of nurturing and celebrating a vibrant, supportive school community.**

Students, staff, and parents speak positively of their sense of belonging. A culture of kindness is frequently articulated. Many families have an inter-generational connection with the school. The school's vision is '*We empower learners to be creative and critical thinkers, who value communication, collaboration and diversity*'. Amongst the school's stated values, a number of prominent concepts include community, risk-taking, innovation, inclusivity and optimism.

**Parents express appreciation for the work of teachers and school leaders.**

Many parents articulate that staff members 'go above and beyond' to support their child. Students display pride in the school and describe teachers as highly committed to both their successful learning and their wellbeing. Teachers and non-teaching staff members describe the positive relationships they enjoy with their colleagues and school leaders. They express appreciation for the collaborative and supportive work environment. Teacher aides express feeling valued members of the staff team.

**The school has an explicit, coherent, sequenced plan for curriculum delivery that clarifies what teachers should teach and when to teach it.**

Most staff are familiar with curriculum expectations across the school. This is the first year that the school has created their whole-school curriculum plan using a single year level model after moving from multi-year curriculum plans. The delivery of the Australian Curriculum (AC) through single year level classes has required considerable change. A process to ensure that classroom planning is quality assured and aligns to the whole-school curriculum plan and the AC cross-curriculum priorities and general capabilities is yet to be implemented.

**School leaders and staff are united in their commitment to support differentiated teaching and learning.**

Teachers describe the school's Teaching and Learning Conversation (TLC) process as a key whole-school strategy to improve understanding and collaborative planning for students with disability and those requiring individual support. TLC meetings are held regularly within year level teams and are attended by teachers, leaders and inclusion staff. Teachers





describe TLCs as a valued process that provides opportunity to collaboratively develop Personalised Learning Plans (PLP) for marker students as well as a space for regular research-based Professional Development (PD). Some teachers describe various strategies they use to support students requiring extension to their learning, including project-based work to deepen student knowledge, extension of year level curriculum expectation and varying use of Information and Communication Technology (ICT) to enhance learning. Students describe varying levels of challenge and extension in their learning.

**Leaders and teachers recognise that highly effective teaching is the key to improving student learning.**

They indicate that the school's recent move from multi-age class organisation and teaching practice to a single-age class structure provides opportunity to review pedagogical practice. Leaders and teaching staff members indicate that Age-appropriate pedagogies (AAP) is the main evidence-based pedagogical practice that is expected to be utilised in all classes. Some teachers indicate practices of observation and feedback are important to further improve pedagogical approaches.

**The leadership team gives a high priority to understanding and addressing the learning needs of all students in the school.**

Human, financial and physical resources are deployed in strategic ways aimed at maximising student learning and wellbeing. The school has moved to a philosophy of ICTs being used to support teaching and learning in the classroom. Teachers use ICTs to contribute to student learning outcomes. Some teachers indicate they would appreciate opportunities to further develop their expertise in the area of ICT. They express the belief that greater use of ICTs in their pedagogy may assist in improving learning. The development of ICT as a general capability is viewed as a way to enhance innovative and creative learning.

**A whole-school data plan is developed and implemented across the school.**

This plan captures a range of data sets that are utilised, and outlines timelines as to when they are expected to be captured. The identification and use of marker students occur across the school. Specific strategies are then established to support these students. These students have specific teaching strategies put in place and staff review their progress over time. The expectation of each class to have marker students is embraced by staff. Some staff express a willingness to unpack and use student data available to them to a greater level. Some staff express a desire for further PD to strengthen data literacy skills.

**Classrooms present as welcoming places in which to learn.**

Teachers take pride in the presentation of their setting. Classrooms display artefacts used to support behaviour, social and academic engagement. Students speak positively of the learning environments in their classroom and express feeling supported by their teachers in the learning process.



**The school has formed a number of strategic partnerships with parents, companies, and organisations in order to provide students with increased learning opportunities.**

The school has been able to identify potential community partners that contribute to increasing student wellbeing and has been able to connect with community groups to promote school activities that enhance student engagement. Staff, students and parents all speak highly of the relationships with community partners and articulate valuing the outcomes achieved.





## 2.2 Key improvement strategies

Develop and implement a process to quality assure the enactment of the whole-school curriculum plan.

Strengthen teacher capability in designing and implementing appropriately challenging classroom activities to ensure all students, including high achieving students, are engaged and stretched in their learning.

Develop and implement a systematic approach for leaders to provide feedback on pedagogy.

Prioritise the future resourcing of digital technology and Science, Technology, Engineering and Mathematics (STEM) initiatives, and associated professional learning, in the school's resource allocation.

Provide differentiated PD to enhance staff data literacy in the analysis and interpretation of data to support improvement in learning for every student.