School Improvement Unit
Report

Hannaford State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Hannaford State School from 16 to 17 July, 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Hannaford Road, Hannaford</th>
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</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1947</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>12</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>Nil</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>Nil</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>980</td>
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<tr>
<td>Year principal appointed:</td>
<td>2013</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>2</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>The Gums State School, Tara Shire State College, Meandarra State School</td>
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<td>Significant community partnerships:</td>
<td>Save the Children Fund Playgroup</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Nil</td>
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</tbody>
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1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Class teacher/Support Teacher Literacy and Numeracy (STLaN)
  - Administration officer
  - Three teacher aides
  - 12 students
  - Parents and Citizens’ Association (P&C) president and representatives
  - Two non-teaching staff

1.4 Review team

Lyal Giles  Internal reviewer, SIU (review chair)

Peter Doyle  External reviewer
2. Executive summary

2.1 Key findings

- The school is seen as the central focus of the community.

  The school is held in very high regard by the community. Parents and community members comment on the numerous positive aspects of the school. They see it as the hub of the local community. Parents and community members are impressed by the quality of the teaching staff at the school. Members of the school community are supportive of the school and attend a wide range of school community events.

- There is a strong commitment to the improvement agenda of the school.

  The principal is committed to improving learning for the range of students in the school. There are a number of improvement agendas communicated by the principal and staff, however, these tend to be broadly stated and not widely understood by all staff, students and families.

- Staff feel valued and feedback is provided on an informal basis.

  While feedback is provided on an informal basis, currently there are no formal observation and feedback processes within the school to monitor the implementation of the key improvement agendas.

- The school has a documented professional learning plan.

  The school engages in regular professional development meetings. There is a documented professional learning plan although it does not align closely with the school improvement agenda.

- Members of the community are kept well informed of the progress of students.

  Students are able to articulate and discuss their current data levels and how they are progressing. The principal effectively communicates weekly data reports to parents to inform them of their child’s progress.

- Curriculum into the Classroom (C2C) units are comprehensively used to provide a basis for the school’s curriculum.

  The school is implementing the Australian Curriculum through the use of C2C units. A whole-school curriculum plan has not yet been formalised. The principal has plans to better inform parents about the curriculum content in order to build opportunities for parents to be partners in student learning.
2.2 Key improvement strategies

- Ensure the improvement agenda is clear, known by all stakeholders and is narrow and focused on measurable outcomes. Align resources and budgetary processes directly to this agenda.

- Use coaching, feedback and supervision processes to embed evidence-based teaching strategies in order to build a consistent approach for the delivery of teaching practices across the school.

- Provide targeted professional development, aligned to the school improvement agenda, to all staff to maximise teaching and learning opportunities.

- Develop a sophisticated process to analyse data to further identify the needs of individual children. Use the data to a greater extent to inform planning for individual children.

- Develop a whole-school curriculum plan in conjunction with parents and the community that is responsive to local needs. Share the school curriculum with the parents, families and the wider community.