

# Hampden State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Hampden State School** from **3 to 4 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

Darren Marsh

Internal reviewer, SIU (review chair)

Elizabeth Salmoni

Peer reviewer



## 1.2 School context

<b>Location:</b>	Bruce Highway, Hampden
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1887
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	78
<b>Indigenous enrolment percentage:</b>	13 per cent
<b>Students with disability enrolment percentage:</b>	6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	972
<b>Year principal appointed:</b>	2015
<b>Full-time equivalent staff:</b>	4
<b>Significant partner schools:</b>	Northern Highway Cluster: Farleigh State School, Coningsby State School, Seaforth State School, Pindi Pindi State School, Calen District State College, Bloomsbury State School; Mirani State High School
<b>Significant community partnerships:</b>	Kuttabul Returned and Services League of Australia (RSL), Mackay Turf Club, Bunnings Warehouse North Mackay
<b>Significant school programs:</b>	Student Council Leadership Program, Gardening Club, Whitsunday Voices Youth Literature Festival, McDonalds Maths Competition, Years 4 to 6 Camp program, Kuttabul Kids Playgroup, including Smarty's Active Squirtz, Sporting Schools and Pioneer Tennis private lessons, private piano music lessons



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC)/Support Teacher Literacy and Numeracy (STLaN), students with disability teacher, two cleaners, four class teachers, Speech Language Pathologist (SLP), guidance officer, three teacher aides, Parent and Citizens' Association (P&C) executive, administration officer, Business Manager (BM), 47 students and 16 parents.

Community and business groups:

- Kuttabul RSL community representative, Petit Early Learning Journey director and Crèche and Kindergarten (C&K) Calen Community Kindergarten teacher.

Partner schools and other educational providers:

- Deputy principal of Mirani State High School and cluster principal colleague Coningsby State School.

Government and departmental representatives:

- Councillor for Mackay Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	2018 Improvement Priorities
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	School Opinion Survey
School newsletters and website	Reading framework
School Pedagogical Framework	Spelling framework
Assessment and Internal Monitoring	Teaching quality framework
Responsible Behaviour Plan	Observations, walkthroughs and feedback
Support Provisions, Differentiation and Personalised Learning	Curriculum, Assessment and Reporting Framework
Staff Meeting and Professional Development schedule 2018	



## 2. Executive summary

### 2.1 Key findings

**The principal and staff members demonstrate a commitment to school improvement and the success of every student.**

A school-wide commitment to improve current student outcomes is a priority within the school community and aligns to the school's vision of '*Every student succeeding*'. Staff members are united in their commitment to the school and to improving the quality of teaching and learning.

**The school presents as a highly positive learning environment for all to work within.**

School staff members demonstrate an understanding and application of the importance of positive and caring relationships to successful learning. Respectful relationships are established between all staff members, students, families and community members.

**A narrow and sharp Explicit Improvement Agenda (EIA) is developed.**

The documented school EIA focuses on the priorities of effective pedagogical practices using Visible Learning<sup>1</sup>, a systematic curriculum focused on numeracy, and differentiation focused on personalised learning. This agenda is clearly communicated and understood by staff members. Teachers report that they are developing their understanding and application of the Visible Learning pedagogy.

**The leadership team places a high priority on the school-wide analysis and discussion of data regarding student academic outcomes.**

The school recognises that the analysis and monitoring of school achievement data is critical to student learning improvement. Teachers report that their understanding and confidence in utilising the analysis of data to inform their teaching practice is emerging.

**The leadership team recognises that effective teaching is the key to improving student learning.**

The monitoring of the implementation of Explicit Instruction<sup>2</sup> (EI) in classrooms across the school to quality assure practice continues to be the focus of teacher observation and feedback. Teachers articulate that visible learning is supporting students to improve learning outcomes. They acknowledge that they are developing their skills in implementing the strategy effectively.

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<sup>1</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

<sup>2</sup> Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



**The school has a comprehensive curriculum, assessment and reporting framework using the Australian Curriculum (AC) for each of the key learning areas.**

Work on the development of the general capabilities including literacy, numeracy, Information and Communication Technology (ICT) capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding has been identified by the school as the next piece of curriculum work to be developed. This will drive the development of the AC general capabilities across the learning areas in the multi-age learning setting.

**The school places a high priority on every staff member identifying and addressing the learning needs of all students.**

The school places high priority on student engagement, and provides a learning environment where students engage meaningfully and their learning needs are addressed. The principal states that programs to support the specific learning needs of Indigenous students and highly capable students are developing.

**A high degree of importance is placed on creating an attractive and stimulating environment that supports learning.**

Parents, staff and students are proud of the school surrounds and learning environment. Parent involvement through working bees, a committed grounds person, aesthetically pleasing classrooms and structurally tidy buildings reflect the pride in the school.

**Students, staff and parents are well supported in achieving the best learning outcomes for students.**

Parents and the wider community place great trust and support in the principal and staff members. The school leadership team believes that every student is capable of success. Students value their learning environment and the education that they receive and indicate 100.0 per cent agreement on the 2017 School Opinion Survey (SOS) that they are getting a good education. Staff members state that they receive high levels of support from the principal, leadership team and teaching colleagues.

**Community members report that the school has a great atmosphere that encourages participation from within the wider community.**

Members of the school community, parents, staff members and students all display enormous pride in the school and the central role that it plays in the education of all students within the wider community. Parents and students are highly satisfied with the education that is provided at the school.



## 2.2 Key improvement strategies

Maintain the sharp and narrow focus of the current EIA including the process to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired improvements in student learning and performance.

Build on teacher data literacy skills to interpret, analyse and use class data to reflect on the effectiveness of teaching practice, and make necessary adjustments to planning and the delivery of student learning programs.

Continue to develop teacher capability in understanding and implementing the school's pedagogical framework including EI and Visible Learning.

Incorporate the AC general capabilities and cross-curriculum priorities in the whole-school curriculum planning process.

Continue to develop and implement learning programs that challenge and enhance the learning outcomes for the full range of students including Indigenous and highly capable students.