

Hervey Bay State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Hervey Bay State High School** from **7 to 10 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

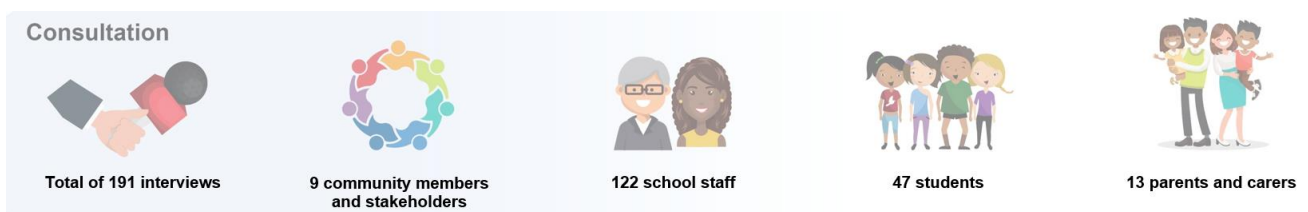
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Tanya Martin	Peer Reviewer
Garry Lacey	External Reviewer
Ross Zelow	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Butchulla Country We acknowledge the shared lands of the Butchulla nation and the Butchulla people of the Butchulla language region.
Education region:	North Coast Region
Year levels:	Year 7 to Year 12
Enrolment:	1488
Indigenous enrolment percentage:	14.4%
Students with disability percentage:	18.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	954

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **4 to 7 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 940 and the school enrolment was 1186 with an Indigenous enrolment of 13% and a student with disability enrolment of 10%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively review, develop, implement, and communicate widely a precise, narrow, and manageable Explicit Improvement Agenda (EIA) including explicit measurable targets and associated timelines. (Domain 1)
- Develop strategies to further enhance the instructional leadership capacity of all members of the leadership team to support staff in the successful delivery of the EIA. (Domain 5)
- Collaboratively develop, and rigorously implement a Quality Assurance (QA) process for the school's collegial engagement expectations including moderation processes for feedback provided by all school leaders. (Domain 5)
- Investigate strategies to support enhanced student access to Information and Communication Technology (ICT) to further develop the implementation of ICT general capabilities across the curriculum. (Domain 4)

2. Executive summary

2.1 Key affirmations

In keeping with the school's motto of '*Courage to Dream – Opportunity to Succeed*', leaders promote excellence in education.

Staff identify the importance of preparing students for lifelong learning, future pathways and success. They articulate a commitment to 'improving the growth of every student'. The principal emphasises the importance of high expectations for student achievement, attendance and engagement. Parents and community members speak positively about many aspects of the school, with students particularly identifying the support and opportunities afforded them. Generational involvement in the school is apparent.

Leaders and staff s express a strong commitment to students, and are dedicated to the continuous improvement of teaching practices to support enhanced student learning outcomes.

Teachers express that they value the collegial culture that is consistently fostered and supported by leaders. Each term, opportunities are provided for teachers to engage with colleagues and leaders through Teacher Collaboration Time (TCT), Collegial Cafes, 'Educator Impact', and faculty and staff meetings. Teachers communicate they also value the informal opportunities to learn from their colleagues and share teaching ideas and resources in their staffrooms.

Executive leaders speak of a 3-part, instructional framework that emphasises the importance of aligning pedagogy and assessment to curriculum.

Teachers describe intentionally collaborating with their colleagues to devise thorough planning and assessment, and a curriculum responsive to the needs of students. The importance of quality learning outcomes for all students is referenced by most staff. They recognise the importance of high levels of student engagement. Leaders are committed to building strong curriculum expertise across the school. A whole-school curriculum plan is documented.

The school culture is positive, welcoming, and caring for both students and staff.

Both teaching and non-teaching staff indicate that they enjoy working at the school. They speak positively of the students and the professionalism of their colleagues. Students articulate that teaching and support staff care for them, and are highly supportive of their learning needs. Many students indicate that they appreciate the work of staff in providing individualised case-managed support. Parents speak positively of staff and the support the school provides to their child. Parents are viewed as partners in the promotion of student learning and wellbeing. The 2022 School Opinion Survey (SOS) indicates that 92.8% of parents, 72.7% of students, and 94.7% of staff agree with the statement, 'This is a good school'.

Leaders and teachers place a high priority on the systematic collection and analysis of student data.

Data is used to monitor student progress over time, inform next steps in teaching and learning, make targeted adjustments to teaching, strengthen differentiation practices, and reflect on effectiveness of teaching. Leaders have developed procedures for the collection and analysis of school-wide data, and for summarising, displaying, and communicating it to parents and the school community. They describe how data is used to inform school-level decisions, interventions, and initiatives.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Strengthen the culture of high expectations, with a focus on elevating collective staff efficacy for driving ongoing improvement, and challenging students' beliefs through achievable, aspirational targets.

Domain 5: An expert teaching team

Strengthen the school's model of instructional leadership to provide greater line-of-sight to classroom practice and student learning and enable differentiated growth in teacher capability.

Domain 6: Systematic curriculum delivery

Prioritise teachers' use of monitoring strategies and the formalised discussion of ongoing student progress during units to guide precision in the next steps for learning.

Domain 8: Effective pedagogical practices

Collaboratively develop agreed, whole-school pedagogical approaches, to build consistency and precision in teaching practices and curriculum planning.