Forest Hill State School

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Forest Hill State School** from **29** to **31 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. 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.
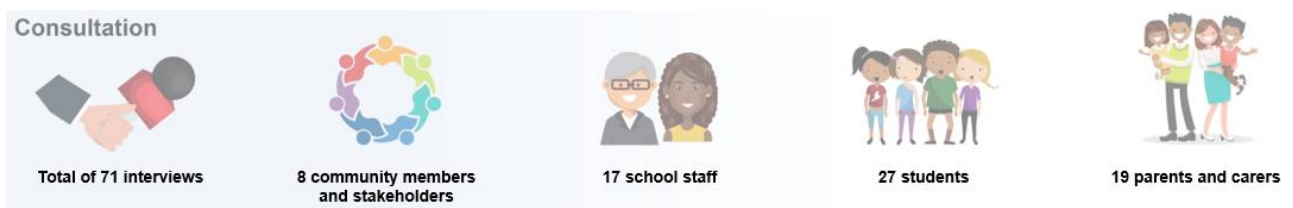
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Darren Sengstock	Internal reviewer, SRR (review chair)
David Hinton	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 71 interviews | 8 community members and stakeholders | 17 school staff | 27 students | 19 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Kitabul, Yugerra and Ugarapul nation
Education region:	Metropolitan South Region
Year levels:	Prep to Year 6
Enrolment:	112
Indigenous enrolment percentage:	13%
Students with disability percentage:	23%
Index of Community Socio-Educational Advantage (ICSEA) value:	946

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **13** to **15 July 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as 952 and the school enrolment was 129 with an Indigenous enrolment of 9% and a student with disability enrolment of 8.5%.

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

- Collaboratively review and sharpen the focus of the Explicit Improvement Agenda (EIA), providing clear expectations and consistent approaches, to build a strong culture of teaching and learning. (Domain 1)

- Investigate opportunities for staff to participate in quality Professional Development (PD) activities and conversations, including accessing cluster and regional expertise, to enhance their knowledge and understanding of the Australian Curriculum (AC). (Domain 2)

- Collaboratively review and refine the school's pedagogical framework to align with staff members' deepened understanding to create shared ownership and consistency of practice. (Domain 8)

- Promote and embed a shared whole-school inclusion model to enhance teacher capability and support the learning and wellbeing of all students. (Domain 7)

- Finalise and embed the school curriculum plan and approaches, including roles and responsibilities of key staff and Quality Assurance (QA) processes, to deliver the AC. (Domain 6)

2. Executive summary

2.1 Key affirmations

Parents, students, and the community speak of the school's welcoming and caring environment.

Community members and parents consistently express that staff are welcoming, approachable, supportive and exhibit great care and concern for students. Many parents and staff comment on the strong sense of inclusion for students and families. Parents, students and the community articulate that the tone of the school is calm, positive and reflects a commitment to developing quality relationships between all stakeholders.

Additional staff funding supports teacher release to undertake termly guided planning with the principal.

The principal recognises that creating a culture of continuous learning among staff and building their capability is crucial for improving student learning outcomes. Staff express that they value planning time with the principal, and describe the impact it has had on their curriculum PD. Many staff comment on how this allows them to develop a deeper understanding of students, how they learn, their entry point within the curriculum and their next steps in learning.

Teachers take pride in the presentation of their classrooms

A wide range of whole-school artefacts are designed to provide students with a consistent message regarding learning and behaviour expectations. Students speak positively of the high level of pastoral and academic support they receive. 2022 School Opinion Survey (SOS) data shows that 88.9% of students agree with the statement 'My teachers motivate me to learn'.

Parents express feeling well-informed about their child's progress.

Students identify teachers care about them and help them to improve through feedback. Parents are provided with regular reports and meetings regarding their child's learning. They convey an awareness that the principal has high expectations for their child's learning and wants them to achieve their best. The SOS indicates 95% parent agreement with the statement 'Teachers at this school expect my child to do his or her best'.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop future strategic and Annual Implementation Plan (AIP) documents, with measurable student outcomes, targets and milestones, to enable staff to systematically evaluate the effectiveness of AIP actions.

Domain 2: Analysis and discussion of data

Develop systematic opportunities for teachers to collaboratively analyse and discuss Level of Achievement (LOA) data to identify gaps in student learning and inform next steps for teaching.

Domain 8: Effective pedagogical practices

Collaboratively develop a whole-school approach to pedagogy to build clarity and consistency in the use of high-impact teaching strategies.

Domain 6: Systematic curriculum delivery

Broaden English curriculum planning processes across all learning areas to provide teachers with opportunities to deepen their understanding of the AC and curriculum planning expectations.