



# School Improvement Unit Report

## Forest Hill State School



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Forest Hill State School** from **13 to 15 September 2016**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

John Enright                                      Internal reviewer, SIU (review chair)

Brad Roberts                                      Peer reviewer

Mary Ann Pearce                                      External reviewer

### 1.2 School context

<b>Location:</b>	Church Street, Forest Hill
<b>Education region:</b>	Darling Downs South West Region
<b>The school opened in:</b>	Provisional 1893 State school in 1899
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	153
<b>Indigenous enrolments:</b>	13 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	928
<b>Year principal appointed:</b>	2008

<b>Number of teachers:</b>	10
<b>Nearby schools:</b>	Lake Clarendon State School, Glenore Grove State School, Blenheim State School, Laidley District State School
<b>Significant community partnerships:</b>	Little Angels Daycare, Scientist in Schools Program with Dr Steven Goh, University of Southern Queensland (USQ), Laidley District State School, Lake Clarendon State School (combining of schools for moderation and staff networking), Annual Town Events: ANZAC Day, Remembrance Day, Forest Hill Festivities
<b>Significant school programs:</b>	KidsMatter, Butterfly Kids Psychology, Glasser approach to behaviour management

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, seven teachers, Support Teacher Literacy and Numeracy (STLaN)/special education teacher, guidance officer, administration officer, seven teacher aides, cleaner/schools officer, Specialist/non-contact teacher, 14 parents, 46 students, Parents and Citizens' Association (P&C) president and chaplain

Community and business groups:

- Owner of Little Angels Day Care Centre

Partner schools and other educational providers:

- Dr Steven Goh — Scientist in Schools, University of Southern Queensland (USQ) and principals of Lake Clarendon State School (local cluster school) and Laidley State High School (feeder school)

Government and departmental representatives:

- Peter Baker — Assistant Regional Director (ARD)



## 1.4 Supporting documentary evidence

Annual Implementation Plan 2016	School Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2014-2016
Headline Indicators (2015 release)	School Data Profile (2016 Semester 2)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum, assessment and reporting framework
School improvement targets	School differentiation adjustment checklist
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum planning documents	Student Handbook
Data walls	Pedagogical Framework

## 2. Executive summary

### 2.1 Key findings

**Staff members have developed and are implementing an Explicit Improvement Agenda (EIA) and can describe the areas for development and continued improvement.**

The EIA is focused on improving student outcomes in writing and numeracy and targeted extension of identified students. All staff members accept personal responsibility for maintaining the momentum of the improvement agenda.

**Staff members and the community are committed to the development of a learning environment where students can be happy and where optimal learning can take place.**

All visitors are welcomed and all staff members, students, parents and community members speak highly of the school. Staff members and parents value positive and caring relationships in order to foster successful learning.

**The school principal recognises that highly effective teaching is the key to improving student learning at the school.**

All teachers understand and use effective teaching methods including Explicit Instruction (EI) to maximise student learning. Learning progress in reading is monitored through regular data interrogation and some teachers identify that students' engagement and interest levels vary. There are a variety of reading approaches across the school.



**There is a strong sense of collegiality amongst the staff members.**

A formal observation and feedback process occurs and involves the principal providing individual written feedback to all teachers at least once per term. This process is yet to be fully developed for teacher aides. All staff members indicate that they would welcome access to a formal coaching program, linked to the school priorities.

**The school has developed and is implementing a plan for the systemic collection of a range of student outcome data as identified in the 2016 assessment and reporting overview.**

The school is working towards focused short term data cycles to inform professional practice in the classroom across the improvement agenda. Some Professional Development (PD) has occurred to build and develop teachers' and leaders' data literacy skills. Staff members indicate that their data literacy skills could be further developed.

**The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students.**

Staff members recognise the need to engage, challenge and extend student learning through appropriately designed learning activities and assessment. Some teachers are using a school designed differentiation overview.

**The school applies its resources including staff time, expertise, funds, facilities and materials in a targeted manner to meet the learning and wellbeing needs of all students.**

The school has processes to identify and respond to student needs through the allocation of staff members and resources. The school effectively uses its physical environment and available facilities to maximise student learning. The school has a modern and well-resourced library with capacity for breakout and flexible learning spaces.

Grounds are well-maintained and in good order and this is noted by the wider school community.

**The school has built beneficial and strategic partnerships with parents, families, local businesses and community organisations to support student learning and wellbeing.**

Parents and other community members report a high degree of satisfaction with the school that is attributed to the caring and relational approach of the principal and staff members.

## **2.2 Key improvement strategies**

Review year level reading approaches to embed consistent teaching and learning practices and a strong reading culture.

Develop and implement a research-based coaching program for all staff members.



Access appropriate PD to enhance the data literacy skills of all staff members.

Develop the capacity of teachers to design learning and assessment tasks to effectively differentiate within their classroom.