



School Improvement Unit Report

Hamilton State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Hamilton State School from 27 to 28 April 2016. 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

Location:	Oxford Street, Hamilton
Education region:	Metropolitan Region
The school opened in:	1907
Year levels:	Prep to Year 6
Current school enrolment:	98
Indigenous enrolments:	4 per cent
Students with disability enrolments:	1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1026
Year principal appointed:	2016 (acting)
Number of teachers:	5.07 (full-time equivalent)
Nearby schools:	Ascot State School, Windsor State School, Hendra State School, Eagle Junction State School, Kedron State School, Nundah State School, Aviation State High School
Significant community partnerships:	Blue Care, Ray White Real Estate, Aviation High School, Bunnings Australia, Police and Citizen's Youth Club (PCYC)
Unique school programs:	Breakfast Club, Fun Food Friday, Buddies Garden and Reading Program, Multi-Cultural Day



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
 - Five teachers
 - Ten students
 - Two teacher aides
 - Four parents
 - Parents and Citizens Association President and treasurer
 - Principal Aviation State High School

1.4 Review team

Peter Doyle

Internal reviewer, SIU (review chair)

Kacey Constantine

Peer reviewer



2. Executive summary

2.1 Key findings

- Students, staff members and the community articulate positive, respectful relationships across the school.

Student behaviour is generally positive. There is a significant proportion of families who speak languages other than English at home. Mutual respect between staff members and parents is clearly apparent. 100 per cent of staff members and parents agree that this is a good school.

- The principal views reliable school data as essential to the effective leadership of the school and crucial to the school's improvement agenda.

A single collection point for school data, student achievement data and parental contact is not yet established.

- Planned expenditure for key cost centres is yet to be developed.

The school budget is formulated by the administration officer in close consultation with the principal. The principal and administration officer monitor the expenditure of school funds.

- Personalised learning plans have been developed.

The school places a priority on constructing learning experiences for all students including those with particular needs. Some children expressed the view that they would benefit from more challenging learning experiences.

- The consistent use of a whole-school approach to pedagogy is not yet developed.

The school is undertaking a review of the vertical alignment of the curriculum, the pedagogical framework and the whole-school curriculum plan.

- Opportunities for staff members to collaboratively plan are not yet formalised.

Formalised opportunities to share practice, observe the work of colleagues and build collective capability for continuous improvement are in early development.

- Staff members prioritise the individual learning and wellbeing needs of all students.

Teaching staff acknowledge that students are at different stages in their learning and plan for the wide range of needs within their classrooms. A whole-school approach to identifying and providing additional support for the learning needs of higher achieving students is yet to be developed.



2.2 Key improvement strategies

- Collaboratively review curriculum documents to ensure common understandings, alignment and deeper knowledge of the whole-school curriculum plan.
- Develop staff data literacy skills to build the capacity and confidence of teaching staff to identify starting points for teaching, track student progress and reflect on the effectiveness of teaching practice.
- Ensure that formal opportunities are provided for teaching staff to plan together and to learn from one another's practices within and beyond the school.
- Review expenditure and develop plans for allocated funds.
- Develop a whole-school approach to identifying and providing additional support for the learning needs of higher achieving students, including strategies to build teacher capacity to differentiate for these students.