

Cannon Hill State 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 **Cannon Hill School** from **4 to 6 October 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

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Scott Willis	Peer Reviewer
Stacey Wood	Peer Reviewer

1.3 Contributing stakeholders

Consultation



Total of 127 interviews



7 community members
and stakeholders



31 school staff



43 students



46 parents and carers

1.4 School context

Indigenous land name:	Yuggera and Turrbal
Education region:	Metropolitan South Region
Year levels:	Prep to Year 6
Enrolment:	283
Indigenous enrolment percentage:	5.6%
Students with disability percentage:	28.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	1056

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **18 to 20 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1052 and the school enrolment was 275 with an Indigenous enrolment of 4.4% and a student with disability enrolment of 3.6%.

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

- Establish and implement a clear instructional direction for teaching staff in relation to the teaching of writing, supported by ongoing targeted professional learning, modelling, observation and feedback. (Domain 8)
- Review and embed processes to ensure marking guides associated with assessment tasks are aligned to the Australian Curriculum (AC) through deepening teacher understanding of the alignment planning process. (Domain 6)
- Establish systematic processes to quality assure the curriculum plan and the enacted curriculum, ensuring that all students are taught and assessed against the AC achievement standards. (Domain 6)
- Review and enhance the school's Explicit Improvement Agenda (EIA) including targets, actions, roles and responsibilities, timelines and clear instructional direction for teaching staff and ensure all research projects are linked to the EIA and identify strategies to document and embed signature practices. (Domain 1)

2. Executive summary

2.1 Key affirmations

Leaders and staff are united and committed to offering students opportunities to develop as thinking, active citizens of a globalised world.

Leaders and staff share the belief that students are capable learners, competent at observing the world they live in and asking insightful questions regarding what they observe. Many staff express confidence and optimism in the work of the principal and deputy principal. They suggest that both leaders provide a clear vision for school improvement. Staff share a commitment and deep belief that every student is capable of successful learning, and celebrate their small school identity and its ability to personally cater for students and families.

Parents express appreciation for the attention provided to each student.

Parents share that they are heartened by the level of attention shown in programs in supporting the achievement of every student. Most parents speak positively of the school and express high levels of satisfaction regarding the relationships developed with all staff and their knowledge of their child's learning. Parents articulate they are supportive of the school and value the programs offered.

Staff are highly invested in students and express a strong desire to learn and improve their own practice.

The team of dedicated staff have a broad range of experience. Staff display high levels of energy for the work they do in the school. Teachers new to the school describe strong, collegial support. They indicate organised mentoring relationships have positively assisted their transition to the school. Beginning teachers speak positively of their induction and the ongoing support and mentoring provided by the deputy principal and Head of Department – Curriculum (HOD-C). They indicate that a Mentoring Beginning Teachers Handbook is a useful resource that has enabled a smooth induction into the school.

A strong reputation has been developed within the community, reinforced by comments regarding the positive tone, safe environment and learning opportunities provided to students.

Parents articulate that they are supportive of the school and value the educational offerings. They share appreciation for the level of support provided by staff to meet student needs and indicate students are encouraged to strive to realise their potential. The school listens to parental voice on class groupings, with consideration given to student welfare and the wellbeing of students. Students express pride at being part of the school, and are able to articulate what they are learning with enthusiasm and confidence.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Establish a review of current school philosophies, visions and values to ensure all staff and community have consistent understanding of agreed ways of working and expectations.

Domain 5: An expert teaching team

Build the leadership capability of all leaders to enable them to confidently lead the improvement agenda and monitor the implementation of strategies that address school priorities.

Domain 6: Systematic curriculum delivery

Revise the first level of planning (whole-school) to ensure full coverage of the AC learning areas delivered in bands, as highlighted in the P-12 curriculum, assessment and reporting framework (P-12 CARF).

Review existing processes for developing marking guides to align them with the Department of Education's (DoE) advice regarding task-specific descriptors at 'A' and 'B' standards.

Domain 7: Differentiated teaching and learning

Build the capability of the teaching team to effectively differentiate for the full range of learners, including English as an Additional Language or Dialect (EAL/D) students, to support their access to and progress through the curriculum.

Domain 8: Effective pedagogical practices

Review the existing range of pedagogical approaches to ensure they are considerate of the learner, learning and curriculum.