

# Homebush State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Homebush State School** from **20 to 21 May 2019**.

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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

### 1.1 Review team

Sandra Perrett

Internal reviewer, SIU (review chair)

Ruth Machen

Peer reviewer



## 1.2 School context

<b>Location:</b>	Homebush Road, Mackay
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1889
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	50
<b>Indigenous enrolment percentage:</b>	8 per cent
<b>Students with disability enrolment percentage:</b>	4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	954
<b>Year principal appointed:</b>	2016
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	2.87
<b>Significant partner schools:</b>	Chelona State School, Dundula State School, Oakenden State School, Swayneville State School, Koumala State School
<b>Significant community partnerships:</b>	Walkerston-Pleystowe Returned and Services League of Australia (RSL) Sub Branch, Sarina Community Bank
<b>Significant school programs:</b>	Chess club, writing program, Student Learning and Wellbeing Framework, Responsible Behaviour Plan



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, Business Manager (BM), four teacher aides, facilities officer, Central Queensland (CQ) University preservice teacher, 18 students, 11 parents and Parents and Citizens' Association (P&C) executive.

Community and business groups:

- Walkerston-Pleystowe RSL Sub Branch member and Sarina Community Bank staff member.

Partner schools and other educational providers:

- Principal of Oakenden State School and principal of Dundula State School.

Government and departmental representatives:

- State Member for Mirani and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Improvement Action Plan 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional Development Plan 2019	Staff Handbook 2019
School Differentiation Planner 2019	Moderation and Planning Handbook
Sandy Creek Pedagogical Framework	Classroom Observation Form & Feedback
Data wall	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
The Teaching of Writing	Student Learning and Wellbeing Framework
Whole-school curriculum, assessment and reporting framework 2019	Standardised Assessment Internal Monitoring



## 2. Executive summary

### 2.1 Key findings

**The principal works collaboratively with staff members and with the Sandy Creek cluster.**

The principal expresses a collaborative approach is the preferred way forward and has identified that consultation, clear two-way communication and collaborative decision-making processes are essential for the long-term success when implementing an explicit improvement strategy. This is reflected in the collective understanding of the writing levels developed by staff members, and their use by staff and students when designing writing goals. The informal sharing of practice and regular discussions pertaining to teaching and learning are appreciated by all staff members.

**The principal and community value the current classroom structures and the maintenance of three classroom teachers for the majority of the week.**

This has been achieved through the innovative resourcing of staff and the timetabling of three smaller class groups for three days a week, and two class groups on two days a week. In 2018 and 2019, flexible staffing and Support Teacher Literacy and Numeracy (STLAN) and Special Education Program (SEP) hours have been used to maintain the third classroom. This has enabled three classes to operate three days a week, changing to a two class model for the other two days. This model is supported by staff members and the community as a way of maximising teacher-student ratios.

**The whole-school curriculum, assessment and reporting framework outlines the content and assessment tasks for all learning areas.**

The plan is continually updated and provides a sequenced and coherent plan for curriculum delivery for Prep to Year 6. The plan is co-written by all classroom teachers during the end-of-year planning day. In developing the overview, the school has recorded the current and past Curriculum into the Classroom (C2C) units taught in each classroom. A process to quality assure the enacted units cover all content descriptors from the Australian Curriculum (AC) is yet to be developed.

**Staff members are confident in working with C2C resources and discuss adapting the resources to suit their class context.**

Assessment processes are aligned with the curriculum and teachers use C2C assessment tasks. Guides to Making Judgements (GTMJ) are used to determine student achievement standards. Teachers are currently responsible for developing their own GTMJ when adapting a C2C unit to cater for a multi-age classroom. The school is yet to develop a school-based template for planning to ensure consistency of planning and assessment practices across the school.



**The principal demonstrates a professional approach to encouraging continuous improvement in teaching practices across the school.**

The newly developed pedagogical framework is based on John Hattie's<sup>1</sup> visible teaching and visible learning approach and was developed in conjunction with the Sandy Creek cluster. The principal reports that when teachers were provided with information regarding a range of pedagogical practices, most teachers believed their current classroom practices most closely aligned with the work of John Hattie. Knowledge and implementation of effective high-yield teaching strategies, proposed by Hattie, are yet to be fully developed by all teaching staff members.

**Teachers are committed to the continuous improvement of their own practice and value opportunities to participate in professional learning.**

There are strong collegial support mechanisms to build teacher confidence, through accessing support from other staff members, including the principal, and from members of the Sandy Creek cluster. The informal sharing of practice and regular discussions regarding teaching and learning are appreciated by all staff members. Teachers engage in observation and feedback processes, utilising a checklist that covers a broad range of observable teaching practices. Conversations with teaching staff and the principal indicate that regular observation and feedback processes, linked to the current pedagogical framework and the improvement priority areas, are yet to occur.

**The principal works collaboratively with staff members to develop the Annual Implementation Plan (AIP).**

The AIP outlines four improvement priorities including curriculum implementation and tracking, writing, reading and community engagement. The improvement priorities are known and supported by staff members. A number of targets are included in the AIP. The AIP is yet to identify explicit targets for improvement in student achievement levels.

**High levels of trust are apparent across the school community.**

The broader community holds the school in high regard and students and parents report that they value the interest that staff members take in students' learning and speak highly of the school's efforts to meet student needs, academically and socially.

**Parents and Citizens' Association (P&C) members articulate a desire to work closely with school staff in systematic and meaningful ways to enhance outcomes for students.**

The P&C values the staff and school environment, and supports the school through a range of fundraising activities. The P&C and school staff work closely to complete grant applications to enhance school resources, facilities and grounds, with over \$89 500 being

---

<sup>1</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.



awarded to the school in recent years. Two additional grant applications have recently been submitted.

**The principal and staff members are united and committed to ensuring students have access to quality learning opportunities every day.**

This is recognised in a Student Learning and Wellbeing Framework that identifies the importance of ensuring all students are '*safe happy learners*'. The Student Learning and Wellbeing Framework aims to develop strong systems for early intervention, build the capability of staff, students and the school community, and create a safe, supportive and inclusive environment. The school presents as a calm, quiet environment with staff, parents and students commenting positively about student behaviour.



## 2.2 Key improvement strategies

Develop and implement Quality Assurance (QA) processes, ensuring that the enacted curriculum covers all content descriptors from the AC.

Develop effective planning processes to deepen teacher understanding of the AC and the alignment between the AC and C2C.

Deepen teacher understanding of the pedagogical framework to develop and embed agreed high-yield teaching strategies.

Enhance and implement observation, feedback and coaching processes, aligned to the improvement priority areas and the pedagogical framework.

Enhance the AIP to include targets for improvement in student achievement levels, linked to key systemic data.