



School Improvement Unit Report

Homebush State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Homebush State School from 18 to 19 June 2015. 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: | 1811 Homebush Road, Homebush |
| Education region: | Central Queensland |
| The school opened in: | 1889 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 54 |
| Indigenous enrolments: | 11 per cent |
| Students with disability enrolments: | 9 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 962 |
| Year principal appointed: | 2015 |
| Number of teachers: | 3 |
| Nearby schools: | Oakenden State School, Chelona State School, Eton State School, Eton North State School, Dundula State School, |
| Significant community partnerships: | Central Queensland University |
| Unique school programs: | Playgroup |



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 Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two teachers
 - Twelve parents
 - 20 children
 - Administration officer, cleaner
 - Two teacher aides
 - Two community representatives

1.4 Review team

Lesley Vogan

Internal reviewer, SIU (review chair)

Beth Everill

Peer reviewer



2. Executive summary

2.1 Key findings

- The school is the hub of the community. Parents, students and staff express high satisfactions level with the inclusive and friendly culture of the school.

The principal and staff promote and maintain an environment reflective of high expectations that all children will learn successfully. Interactions between staff, students, parents and families are caring, polite and inclusive. Parents are encouraged to partner with the school and are welcomed into classrooms.

A communication book has been introduced to inform parents of the behaviour standard expected and report on student engagement and learning. The school is considering further ways to promote independent learning and a culture of innovation and inquiry.

- The school is reviewing their curriculum plan, to ensure alignment with the Australian Curriculum.

Curriculum is delivered through Curriculum into the Classroom (C2C) units for History and Geography, small schools science program, *the four power genre in English* and the Australian Curriculum scope and sequence for mathematics. Teachers regularly moderate student work during staff meetings and once a semester with small schools in the cluster. Teachers cooperatively plan to ensure consistency of curriculum delivery and school expectations. There is some evidence of higher order thinking in classrooms. The school intends to develop documents to support planning process.

- The school principal recognises that effective teaching is the key to improving student outcomes. Teachers are encouraged to use research-based teaching practices.

The principal and other key external personnel spend time supporting teachers with their pedagogy in the priority areas of reading, writing and numeracy. The school has a detailed and systematic plan for coaching and giving feedback to teachers. Teachers indicate they are supportive and appreciative of the feedback processes in the school. The principal is an active participant in the giving and receiving of feedback on classroom practices. The school pedagogical framework is currently under review.



- The teachers in the school are experts in their field in which they teach and have high levels of confidence in teaching their fields.

The principal leads and models professional learning in the school. The principal has strategies in place to assist teachers to continue to develop and share deep understanding of how children learn. These strategies include peer observation and feedback, professional learning linked to the improvement agenda and moderation with cluster schools.



2.2 Key improvement strategies

- Develop associated timelines for the implementation of the improvement agenda to ensure staff have time to develop deep knowledge, and that understanding and progress towards embedded practice can be tracked.
- Collaboratively, review the school pedagogical framework and establish clear expectations around the practice in classrooms through coaching, mentoring and feedback. Establish high expectations for student's learning and closely monitor their progress towards targets.
- Develop an explicit, coherent and sequenced curriculum plan, including higher order thinking, with clear alignment to the Australian Curriculum. Establish processes to monitor and track the delivery of units of work to enable a well-aligned vertical curriculum. Develop a school-based template for planning to ensure consistency of planning and assessment practices across the school.
- Refine moderation processes within and outside the school to ensure teachers have a clear understanding of the required standard of student achievement and can identify criteria for further success. Use exemplars in the moderation process to inform students and parents of standards required to reach achievement levels.
- Explore further ways of building innovation and investigation into the curriculum and culture of the school.