

Federal State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Federal State School** from **1 to 2 May 2018**.

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 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

Stephen Bobby

Internal reviewer, SIU (review chair)

Marie Hillyard

Peer reviewer



1.2 School context

Location:	Middle Creek Road, Federal
Education region:	North Coast Region
Year opened:	1910 2010 (current site)
Year levels:	Prep to Year 6
Enrolment:	93
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1008
Year principal appointed:	1999
Full-time equivalent staff:	5.0
Significant partner schools:	Noosa District State High School, Gympie alliance cluster
Significant community partnerships:	Federal Memorial Hall and Community Centre Inc, Crèche and Kindergarten (C&K) Pomona and District Kindergarten Association Inc and Pomona Early Childhood Centre, Club Cooroy - Returned and Services League of Australia (RSL)
Significant school programs:	Flying Start/Mentor reading program, Junior Summit Program- Noosa District State High School, guitar and drum lunchtime tuition, Rock and Water program, community playgroup.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three classroom teachers, student teacher, Special Education Program (SEP) teacher, one Support Teacher Literacy and Numeracy (STLaN), guidance officer, four teacher aides, 17 parents, administration officer, 25 primary students and two secondary students.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives and manager Pomona Early Childhood Centre.

Partner schools and other educational providers:

- Head of Junior Secondary – Noosa District State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2014 - 2018
Investing for Success 2018	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 2, 2017)	School budget overview
OneSchool	Curriculum planning documents
Professional development plans	School newsletters and website
School pedagogical framework	School Opinion Survey
School data plan	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

Staff and students openly comment that ‘our school is like a family’.

The tone of the school is positive with all members of the school community displaying an obvious sense of pride and belonging to the school. The principal, staff, parents and community members have built and maintained a positive culture that promotes learning and develops relationships that foster and are responsive to the needs of the students and the wider community. Strong, supportive and mutually respectful relationships exist across the school.

The principal, parents and staff members are committed to improved learning outcomes for all students.

The enthusiastic staff pursue opportunities to enhance the education of all students. Staff members are able to articulate the improvements they wish to see in student academic, social and emotional outcomes. The principal is recognised as being highly visible across the school, working closely with staff members, students and the school community. Parents express the view that the genuine dedication of the principal and staff is strongly valued within the school community.

Human resources within the school are deployed to ensure student learning is prioritised.

The school strives to utilise human and physical resources in a targeted manner to meet the learning and wellbeing needs of students in a multi-age setting. Teacher aides are a valued human resource and are assigned to specific classrooms for the majority of their time to support student learning. Teacher aides are utilised to provide targeted programs for students with disability. The role of teacher aides is considered integral to the improvement of student achievement. Teachers and the teacher aides work in close proximity and regularly share and reflect on their practice.

All staff are able to identify the school focus areas of numeracy, reading and attendance.

The principal and staff members are implementing an improvement agenda, as described in the Annual Improvement Plan (AIP) that has four priority areas focusing on improving learning outcomes for students in numeracy, reading, attendance and expanding opportunities for students to reach the Upper Two Bands (U2B). A range of teaching practices is being utilised to engage students in numeracy learning experiences. A common approach to the teaching of numeracy skills is yet to be established and embedded across the school.



The principal articulates the importance of reliable student data as essential to improvement for student learning.

The principal has analysed school performance data over a period of time and is highly aware of school trends in National Assessment Program – Literacy and Numeracy (NAPLAN) and school-based assessment information. The principal and staff members informally discuss student achievement data. School data is presented as required in staff meetings. Long-term analysis of student achievement in literacy and numeracy through triangulation of school-based and standardised assessments, Levels of Achievement (LOA) and NAPLAN is an emerging practice. In-depth discussion regarding teaching practices, trend data or tracking data over time is yet to be established.

The principal expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

Teaching staff utilise Curriculum into the Classroom (C2C) as a resource to deliver the AC in some learning areas. There is some discussion of curriculum documents in staff meetings and in informal discussions. Staff members discuss curriculum implementation informally with the principal and their colleagues. Opportunities for teachers to regularly discuss and plan for curriculum delivery are yet to be scheduled.

The development of an expert teaching team is acknowledged as central to improving outcomes for students.

There is an expectation that all teaching staff are highly committed to the continuous improvement of teaching practice. The school has a team of dedicated staff members who share responsibility for curriculum planning, student learning and success. There is a culture of cooperation and teamwork in the school with all staff members readily engaging collaboratively with the whole-school team through informal discussions. Teaching staff utilise informal opportunities to exchange ideas on teaching practices. Teaching staff are open to constructive feedback and provide informal feedback to colleagues. Some staff members express a desire for further opportunities to learn through observation, including coaching and mentoring with staff members within and beyond the school.

Members of the community, parents, staff members and students demonstrate enormous pride in the school.

The principal identifies the importance of engaging with the community to enhance the learning at the school. The school staff recognise the positive impact that partnerships with parents and the wider community have on enhancing community morale, student learning and wellbeing. Parents indicate they are extremely satisfied with the caring, supportive school environment.



The principal has led the school community through the school's relocation process in 2010.

Community sentiment for the old school site has been ensured during this process. The school has erected a large windmill that serves as a reminder of the school's ties with the original site. The Parents and Citizens' Association (P&C) has installed a prominent school sign that announces the location of the new school site.

Major partnership decisions are made collaboratively with the P&C executive, the principal, parents and families.

The P&C executive consults with the principal, parents and families, to establish how their organisation can enhance the resources within the school. The P&C provides financial and practical support for the school through activities coordinated by the committee. The P&C coordinates regular school working bee groups to maintain the school's gardens and grounds.



2.2 Key improvement strategies

Collaboratively develop a school-wide framework for the teaching of numeracy skills that includes a shared understanding of teaching expectations, year level benchmarks and high-yield teaching strategies.

Collaboratively develop a formal process for staff members to meet to conduct data analysis discussions and the links to teaching practice and school-wide data trends.

Schedule regular curriculum planning meetings for the teaching team to consider consistent practices for curriculum development and pedagogical strategies.

Build an observation, coaching and feedback culture, involving all staff, to provide timely support and advice on classroom practices in the priority areas, and in areas for individual development.