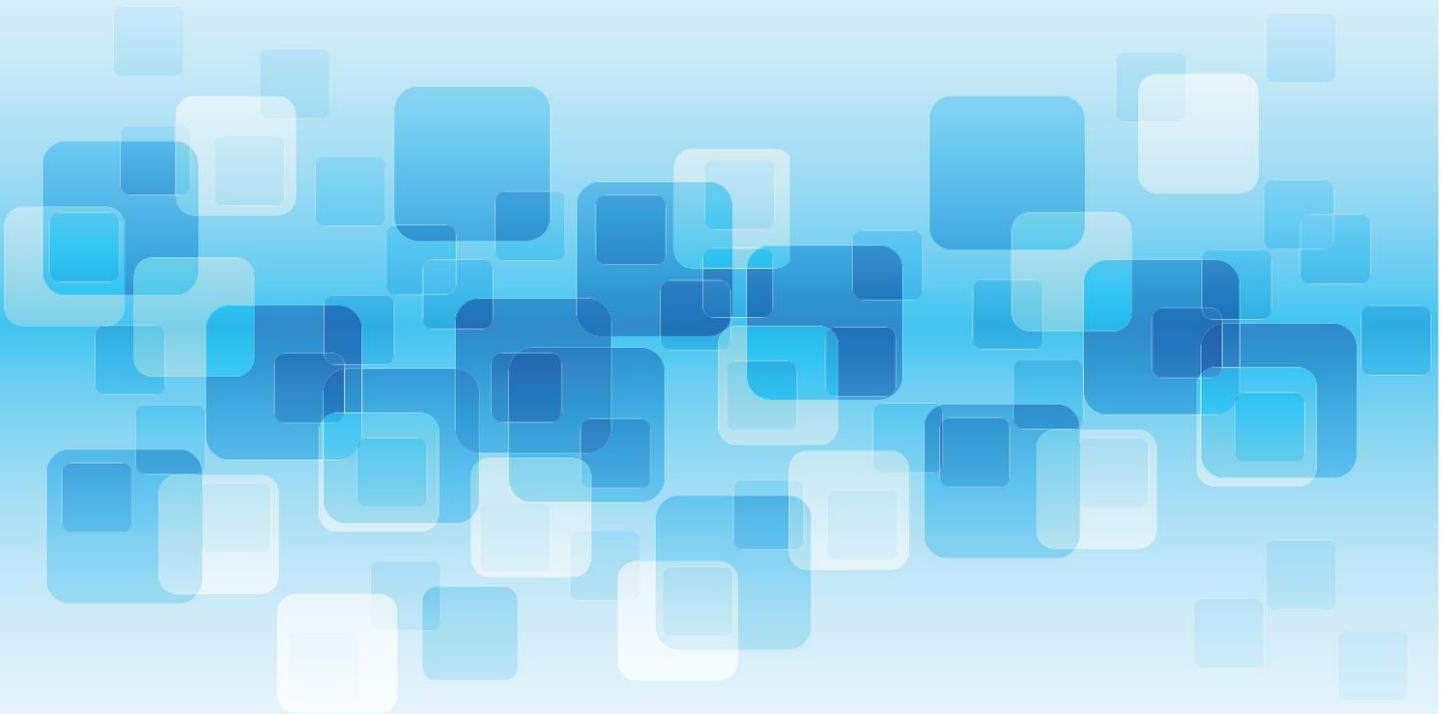




# School Improvement Unit Report

## Homestead State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Homestead State School from 23 to 24 March 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

<b>Location:</b>	Flinders Highway, Homestead
<b>Education region:</b>	North Queensland
<b>The school opened in:</b>	1893
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	10
<b>Indigenous enrolments:</b>	30 per cent
<b>Students with disability enrolments:</b>	0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	947
<b>Year principal appointed:</b>	January 2015 (acting)
<b>Number of teachers:</b>	2
<b>Nearby schools:</b>	Pentland State School, Charters Towers Central State School, Greenvale State School, Ravenswood State School, Praire State School, Cameron Downs State School, Richmond Hill State School, Millchester State School.
<b>Significant community partnerships:</b>	Homestead State School is the hub of the local community.
<b>Unique school programs:</b>	Homestead State School 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 Principal Supervisor (small schools) and Schools' Capability Officer
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal (acting)
  - One teacher
  - Two teacher-aides
  - One administrative officer
  - School chaplain
  - Students
  - Parents and Citizens Association president and secretary

### 1.4 Review team

Patrick Murphy

Internal Reviewer, SIU (review chair)

Phillip Savill

Internal Reviewer, SIU



## 2. Executive summary

### 2.1 Key findings

- The school has a stated improvement agenda and significant number of supporting documents that align with this improvement agenda.

A number of improvement plans are published and can be explained by staff. The improvement plans identify a broad range of priorities and there is evidence of some improvement in these areas. The improvement plan lacks a narrow and sharp focus.

- The school has developed a well organised school curriculum plan based on the Australian Curriculum (AC).

The whole-school plan is based on the Curriculum into the Classroom (C2C) resource which is used extensively for lesson plans, resources and assessment. This document forms the basis for discussion and collaboration between teachers.

- Feedback is not a regular or consistent practice in the school for students.

Some students were able to show or give examples of teacher feedback in regards to their learning and class work. Students indicated that it was not always consistent or regular and was not always purposeful in helping them improve their work.

- There is no formal supervision, coaching and mentoring to build on current practice for staff.

Staff work together and learn from each other's practices by observing each other in the classroom. However time has not been set aside to provide structured feedback relating to these observations. Some peer to peer modelling occurs, however a systematic process to improve teaching practices that involves modelling, coaching and providing feedback has not been developed. Staff reported a willingness to accept feedback.

- The use of student data to inform, adapt and adjust curriculum and pedagogy to meet the needs of individual students is limited.

The school collects and records individual student data using assessment tools. There is no alignment between data collection and adjustment of pedagogy and curriculum to meet the full range of students. There was no evidence of the targeting of more able students with specific learning goals.

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- Short term data cycles have been implemented across the school and the addition of further data collection measures have strengthened student performance data.

The principal has established data walls to display student test results and PM Benchmark reading data. The data walls are now a feature of the school and unique in the way they identify students and track their learning progress.

The school does not have a systematic assessment framework for data collection in place that utilises diagnostic testing measures. The principal is aware of the need to introduce a greater range of diagnostic testing methods.



## 2.2 Key improvement strategies

- Sharpen and narrow the explicit improvement agenda to ensure that there is clear focus on improved student outcomes and achievement.
- Embed a systematic whole-school approach for the provision of feedback, coaching and mentoring for all teachers.
- Establish a feedback culture in the school that encourages and assists students to monitor their own learning and set goals for future learning.
- Provide professional learning opportunities to ensure that all staff develop an in-depth knowledge and understanding of how to plan and implement a differentiated curriculum with particular focus on potentially high achieving students.