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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 Homestead State School from 24 to 25 June 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lesley Vogan Internal reviewer, SIU (review chair)
Emily Robinson Peer reviewer
### 1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Flinders Highway, Homestead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>North Queensland Region</td>
</tr>
<tr>
<td>Year opened:</td>
<td>1893</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Enrolment:</td>
<td>6</td>
</tr>
<tr>
<td>Indigenous enrolment percentage:</td>
<td>16.6 per cent</td>
</tr>
<tr>
<td>Students with disability enrolment percentage:</td>
<td>nil</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>949</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2019</td>
</tr>
<tr>
<td>Day 8 staffing teacher full-time equivalent (FTE):</td>
<td>1.2</td>
</tr>
<tr>
<td>Significant partner schools:</td>
<td>Dalrymple Cluster – Pentlands, Cameron Downs, Greenvale, Ravenswood and Prairie State Schools</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Homestead Progress Association, Homestead Parents and Citizens’ Association (P&amp;C)</td>
</tr>
<tr>
<td>Significant school programs:</td>
<td>Positive Behaviour for Learning (PBL)</td>
</tr>
</tbody>
</table>
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, two teacher aides, six students and five parents/grandparents.

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Implementation Plan 2019</td>
<td>School Opinion Survey</td>
</tr>
<tr>
<td>Investing for Success 2019</td>
<td>Strategic Plan 2015-2019</td>
</tr>
<tr>
<td>Headline Indicators (April 2019 release)</td>
<td>School Data Profile (Semester 1, 2019)</td>
</tr>
<tr>
<td>OneSchool</td>
<td>School budget overview</td>
</tr>
<tr>
<td>Professional learning plan 2019</td>
<td>Curriculum planning documents</td>
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<tr>
<td>School data plan</td>
<td>School newsletters and website</td>
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<tr>
<td>School pedagogical framework</td>
<td>Responsible Behaviour Plan for Students</td>
</tr>
<tr>
<td>Cluster based curriculum, assessment and reporting framework</td>
<td></td>
</tr>
</tbody>
</table>
2. Executive summary

2.1 Key findings

The school provides a calm, safe and respectful learning environment.

The welcoming entrance to the school provides a space for parents to gather at drop-off and pick-up times. A number of families speak of generational links with the school. A culture of belonging, community and partnerships is clearly apparent across the school. The principal is a visible leader of the school. Parents articulate that the staff of the school are welcoming and supportive of the community.

The school has a team of committed staff members who demonstrate a shared responsibility for student success and wellbeing.

Collaborative efforts to support the learning and wellbeing needs of all students are clearly apparent. The principal articulates expectations for staff members to be committed to the improvement of their own practice and plans to support this through consideration of time and budgetary allocations.

The school priority outlined in the Annual Implementation Plan (AIP) is focused on explicit teaching of reading and writing within the curriculum.

The principal acknowledges there are varying beliefs and understandings regarding effective teaching of reading practices amongst staff. All staff members recognise embedding a school-based literacy program is critical in providing direction and clarity to develop a more consistent approach to the teaching of literacy from Prep to Year 6.

The Dalrymple Cluster has developed a whole-school curriculum overview that follows an A/B cycle.

This overview is beginning to provide detail on what and when is to be taught by teachers in each of the key learning areas of English, mathematics, Science, and Humanities and Social Sciences (HASS). Clear, documented alignment between the curriculum overview, term overviews and classroom teaching programs is emerging at this school.

There is a desire to see explicit and effective teaching occurring throughout the school and a focus on students being accountable for their own learning.

The principal acknowledges the pedagogical framework has recently been reviewed and that a need exists to continue to define signature school practices aligned to the school priority areas.

The principal has commenced mapping students on the literacy continuum for reading and writing to determine the next focus for teaching.

Staff members are beginning to build their understanding of students and seek to adjust programs to meet student needs. The principal and staff describe using anecdotal observations of student learning and summative assessment tasks to determine starting
points for learning. The use of pre- and formative assessment throughout the course of a learning unit to determine student understanding and progress is less apparent.

**Discussions of student learning and assessment data are emerging at a cluster level with an inquiry cycle approach being implemented.**

The principal articulates a process to commence a case management model, whereby an individual student’s data and the implications for differentiation are focused on, as a preferred future model. The ongoing in-depth discussions regarding teaching practices, trend data or tracking data over time are less apparent.

**The principal views continued personal development and development of all staff members into an expert teaching and learning team as vital to improving outcomes for all students.**

Staff members work within a single classroom and have the opportunity to informally observe each other work throughout the teaching day. The principal has provided formal written feedback to the second teacher regarding the Explicit Instruction (EI) pedagogy. The principal has requested feedback from the other teacher. Classroom-based learning of coaching, mentoring and Watching Others Work (WOW) within the school and across the cluster is emerging.

**Families value the small school environment and report that their child enjoys coming to school.**

They believe the school is the hub of the community and an essential component of community and family life. The school places a high priority on regular communication with parents. The school newsletter and parades celebrate student and school achievements and provide valuable information to parents. Parents and grandparents appreciate the school’s open-door policy and the willingness of staff to discuss successes or any concerns.

**There is a strong positive climate of pride in the way the school is presented to the community.**

Teachers present their classroom as a welcoming and inviting place for students to learn. The Parents and Citizens’ Association (P&C) contributes additional resources towards student learning. This is demonstrated by fundraising for the yearly school camp and providing funds to support the purchase of a second teacher 0.4 Full-time Equivalent (FTE). The P&C members articulate a keenness to work with the school on the enhancement of resources and programs.
2.2 Key improvement strategies

Collaboratively develop, document and implement a whole-school approach for targeting reading and writing in each learning area.

Align the cluster whole-school curriculum plan with the context of the school to provide clear documentation and planning of term overviews and classroom teaching programs.

Continue to develop and refine the school pedagogical framework to determine the high-yield pedagogical practices that will support the implementation of the Explicit Improvement Agenda (EIA) and curriculum framework.

Establish starting points for student learning through the collection of baseline data and formative assessment practices.

Provide time for in-depth staff discussions of systemic and school-based achievement data and of strategies for continuous improvement of student outcomes.

Develop a whole-school Professional Development (PD) plan including opportunities for modelling, observation and feedback aligned to the school’s EIA and informed by staff members’ Annual Professional Development Plans (APDP).