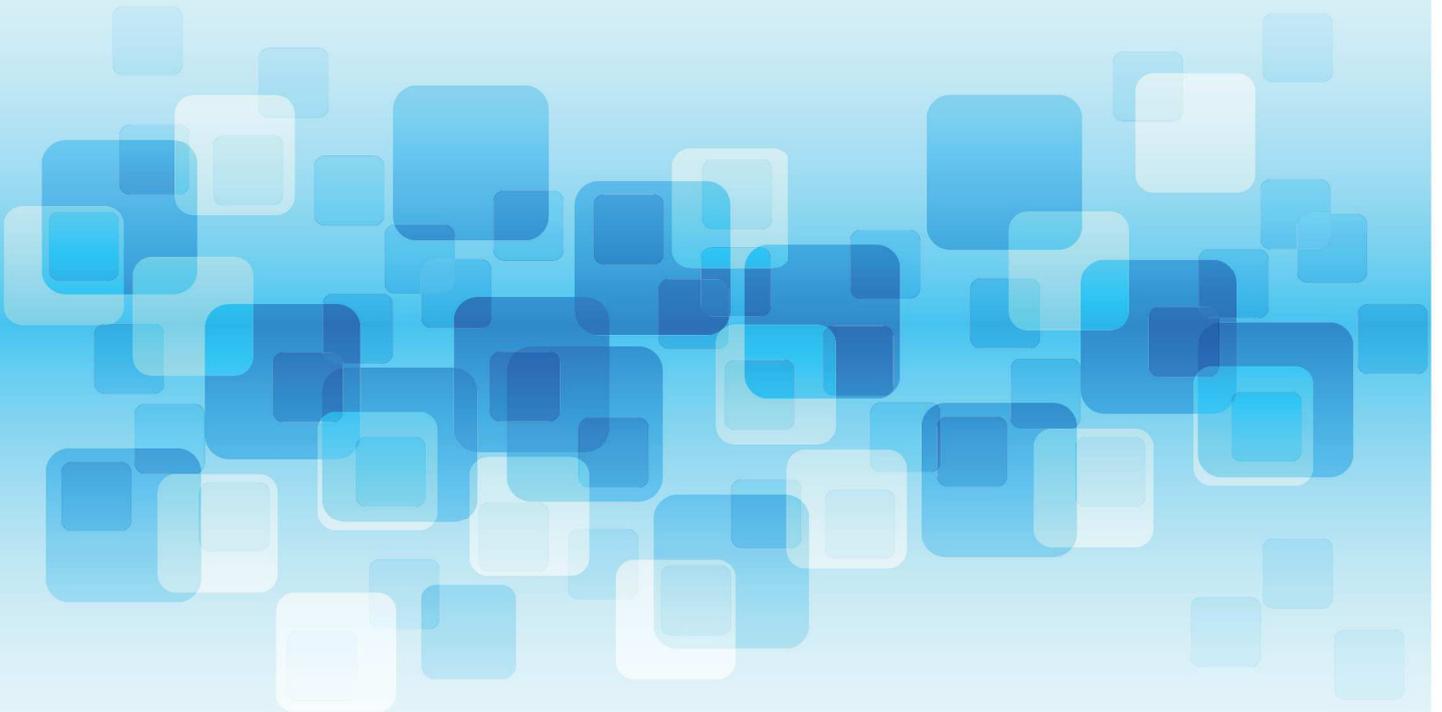




School Improvement Unit Report

Feluga State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Feluga State School on 17 and 18 March 2016. 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:	Feluga Road, Feluga
Education region:	Far North Queensland Region
The school opened in:	1927
Year levels:	Prep to Year 6
Current school enrolment:	30
Indigenous enrolments:	3.3 per cent
Students with disability enrolments:	6.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	942
Year principal appointed:	2012
Number of teachers:	2 (full-time equivalent)
Nearby schools:	Cardwell State School, El Arish State School, Lower Tully State School, Kennedy State School, Mission Beach State School, Murray River Upper State School, Tully State School, Tully State High School.
Significant community partnerships:	Cassowary Coast Rare Fruits Council
Unique school programs:	Tatura Treillis Rare Fruits Garden



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 members, students, parents and community representatives, including:
 - Principal and teacher
 - Two teacher aides
 - Eight parents
 - Member for Hinchinbrook
 - Itinerant speech language pathologist
 - Itinerant music and physical education teachers
 - 30 students
 - Parents and Citizens' Association (P&C) president
 - P&C immediate past president
 - Principal, Lower Tully State School

1.4 Review team

Peter Doyle

Internal reviewer, SIU (review chair)

David Cramb

Peer reviewer



2. Executive summary

2.1 Key findings

- The school is well supported and recognised as an integral part of the community.

Enhancements to the school facilities provide a warm and welcoming school environment. School gardens, historical memorabilia and artefacts complement the school grounds and buildings. Members of the broader community speak highly of the school and school events.

- The school community is aware of the school's explicit improvement agenda of reading and attendance.

The school's explicit improvement agenda is reading and attendance. This is widely known within the school community. Parents, teachers and other staff members are able to articulate this explicit improvement agenda. The school's Investing for Success (I4S) plan reflects these two priorities through specific targets and targeted resourcing. The school has not yet documented the explicit improvement agenda.

- The teachers are engaged in performance development opportunities and the principal meets with the teacher to provide feedback and inform reflection processes.

Teachers explain that professional conversations are largely informal but valued. No formal process of observation and feedback is developed or implemented for non-teaching staff members at this stage.

- The students demonstrate an ability to engage in more challenging work encompassing higher order thinking and Socratic questioning.

The school makes adjustments for students with identified learning difficulties. The way in which personalised planning occurs for a broader range of students is not clear, particularly for those students in the Upper Two Bands (U2B).

- There is a lack of published supporting detail for the school budget.

The school's budget is prepared in consultation with key stakeholders and is endorsed by the school's Parents and Citizens' Association (P&C). While aware of the school's key priorities, the parents have little knowledge of the school's budget allocations.

- The school has an active and committed P&C who supports school initiatives through the provision of additional funding of resources.

The P&C engages with the wider community through the hosting of community events, including a biennial cent sale which receives strong support from the wider Cassowary Coast community.



2.2 Key improvement strategies

- Document the school's explicit improvement agenda, incorporating priorities, targets, personnel involved, budget allocations and timelines.
- Develop collaborative processes across classes and cluster schools to ensure the sharing and showcasing of best practice by teachers. Use these processes to provide a basis for teacher and school leader discussion regarding student learning progress and pedagogical practice.
- Provide more opportunities for teacher aides to network with each other across the cluster of schools, particularly in school priority areas.
- Implement processes to more formally provide opportunities for personalised learning for each student.
- Develop a culture of high expectations for all students. Ensure that a strong belief that all students can learn successfully, is visible in all classrooms and affirmed by all staff.