

# Feluga State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Feluga State School** from **22 to 23 March 2021**.

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.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Daniel Smith	Peer reviewer



## 1.2 School context

<b>Location:</b>	Feluga Road, Feluga	
<b>Education region:</b>	Far North Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	43	
<b>Indigenous enrolment percentage:</b>	12 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	2 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	888	
<b>Year principal appointed:</b>	2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Small Schools Business Manager (BM), acting Small Schools BM, three teachers, three teacher aides, cluster Head of Special Education Services (HOSES), cleaner, schools officer, 22 students and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C), Feluga State School Playgroup coordinator, C&K (Childcare and Kindergarten) Tully Community Preschool and Kindergarten and Fruit Forest Farm representative.

Partner schools and other educational providers:

- Murray River Upper State School principal, El Arish State School principal and Tully State High School principal.

Government and departmental representatives:

- ARD and regional Principal Advisor – Teaching and Learning (PATAL).

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School pedagogical framework	School newsletters and website
School Opinion Survey	Student Code of Conduct
Curriculum planning documents	Headline Indicators (October 2020 release)
Whole School Curriculum and Assessment Plan	Parent and Community Engagement Framework



## 2. Executive summary

### 2.1 Key findings

#### **The school motto of ‘*Small and Proud*’ is truly apparent.**

The school has a welcoming environment with student achievement and wellbeing apparent as a major focus. Staff members are friendly and collegial, and positive relationships are apparent in the school. Staff members, parents and students speak of the pride they have in the school and the esteem in which the school is held.

#### **Staff are united and committed to addressing and improving the learning and wellbeing of students.**

The stated school values are ‘*Commitment, Common Sense, Consideration, Co-operation, and Courtesy*’. School values are featured throughout learning spaces. Students state these with pride and link their actions, responses and staff interactions to these values. The view that nothing is ignored is expressed with an appreciation of the support provided.

#### **An established whole-school curriculum and assessment plan is apparent.**

This plan outlines for teachers the curriculum delivery expectations referring to the ‘what’ and ‘when’ of teaching. It includes the three levels of planning for learning areas, in conjunction with an assessment framework. Teachers detail considerable support provided to enhance their understanding of the Australian Curriculum (AC). The provision of opportunities to continually deepen staff knowledge and understanding of the AC, to support the delivery of a relevant and challenging curriculum, is recognised as the next step.

#### **Differentiation is detailed as the opportunity for students to be extended or be provided with assistance to achieve success.**

The school handbook lists a number of opportunities for differentiation including individual student goals, groupings, rotations and consolidation programs. Other identified strategies include additional teacher aide time allocation or the adaption of work. A consistent approach across the school regarding the planning for, and implementation of differentiation for students is yet to be apparent.

#### **Teachers detail the use of pedagogical approaches that support student learning.**

The school has recently reviewed its pedagogical framework with an emphasis on student engagement, professional learning, instructional leadership, and staff and student improvement. It is an expectation that that pedagogy is aligned with curriculum intent and the demands of the learning or subject area. The principal articulates the need to undertake a further review of expected pedagogies to determine the high impact strategies that support highly capable students.





**The principal recognises the importance of developing a high quality team.**

Some staff detail opportunities for Watching Others Work (WOW) within other contexts. Some staff report that they receive some informal feedback regarding their teaching practice. Teacher aides are recognised as key members of the school team, providing a consistent approach to aspects of teaching, learning and student wellbeing across the school. Through the Annual Implementation Plan (AIP), the principal identifies the opportunity within the cluster to enhance opportunities for all staff to participate in WOW cycles.

**The school priority is to improve literacy for every student using an explicit focus on agreed pedagogical approaches for reading and writing.**

Supported through regional personnel within a cluster approach, a number of schools self-identified similar improvement priorities. Collaboratively, the priority and a 'Chain of Evidence' document have been established. This networked arrangement is supporting leadership and staff across the school to collaborate within professional understanding, dialogue and practice. A consistent moderation practice exemplifies one such outcome from this network.

**Staff and parents acknowledge the dedication and work of the community to come together to support student needs.**

Parents and families are considered integral partners in the life of the school. The school organises or participates in a number of events including the Big Day Out, Colour Run, Clean Up Australia Day, Book Fair and Loud Shirt Day. The school has an active Parents and Citizens' Association (P&C) that provides support to the school. The school provides support to operate a playgroup to engage children up to five years of age and their parents. The support is in the form of resourcing and providing membership to Playgroup Queensland.



## 2.2 Key improvement strategies

Strengthen professional learning opportunities to continually deepen staff knowledge and understanding of the AC, to support the delivery of a relevant and challenging curriculum.

Embed school-wide approaches and practices through curriculum planning and delivery to support differentiation practices for all students, including highly capable students.

Revisit the school pedagogical framework to determine the high-yield practices that support the implementation of curriculum and student learning.

Develop and enact a systematic approach to providing WOW arrangements within and external to the school for all staff.