

# Farleigh 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 **Farleigh State School** from **14 to 15 June 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

Mona Anau

Internal reviewer, SIU (review chair)

Tracy Mussap

Peer reviewer



## 1.2 School context

<b>Location:</b>	Chidlow Street, Farleigh
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1909
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	31
<b>Indigenous enrolment percentage:</b>	6.9 per cent
<b>Students with disability enrolment percentage:</b>	7.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	913
<b>Year principal appointed:</b>	2016
<b>Full-time equivalent staff:</b>	2
<b>Significant partner schools:</b>	Calen District State College, Pindi Pindi State School, Hampden State School, Seaforth State School, Coningsby State School, Bloomsbury State School
<b>Significant community partnerships:</b>	Playgroup Queensland, Early Childhood Development Program (ECDP)
<b>Significant school programs:</b>	Café Reading, robotics, exercise, after school club – board games



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, Business Manager (BM), three teacher aides, Parent and Citizens' Association (P&C) representative, three parents, 10 students and Head of Curriculum (HOC).

Community and business groups:

- ECDP and Playgroup Queensland.

Partner schools and other educational providers:

- Coningsby State School and Mackay North State High School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

#### **The principal and staff are highly committed to improving outcomes for all students.**

Staff members articulate that they believe that every student can achieve through ongoing support and teaching in the classroom. Parents comment on the professionalism of staff and their dedication to students. Parents additionally comment on the ongoing dedication of the principal and staff members and the compassion displayed towards students. Staff and parents work collaboratively together to support all students to succeed.

#### **High levels of trust are apparent across the school community.**

Parents hold the school in high regard and students comment that they value the interest that teachers take in their learning and speak highly of the school's efforts to meet their needs, academically and socially. Interactions between staff members, students, parents and families are caring, polite and inclusive. Parents work in partnership with the school to support student learning. A strong sense of belonging exists across the school for students and staff members, and visitors are made to feel welcome.

#### **The school offers an inclusive, caring and supportive environment for all students.**

The school aims to build students who are self-confident and works to ensure that students feel successful in their learning. The vision of the school is *'to ensure that every child has the skills they need to be successful in life; they take responsibility for their own learning, actions and belongings, they are happy, active and develop the self-belief to be the best they can be'*. It is envisaged that the school vision will enable staff, students, parents, families and the wider community to understand the school philosophy regarding student learning and wellbeing, supported by staff members who work in partnership with parents and families.

#### **Staff members work hard to maintain a supportive school environment that is learning focused and inclusive of all students.**

The school's Responsible Behaviour Plan for Students (RBPS) is shared with staff members, students and parents. The plan includes strategies for effectively managing student behaviour. The school has reviewed the whole-school approach to behaviour management and has updated a support plan. The school continues to work collaboratively with parents to refine whole of school behaviour, values and expectations.

#### **The learning wall is a tool used to support the delivery of the multi-age curriculum at the school.**

Classroom learning walls have clear learning intentions and success criteria - 'know and do' to support student learning and to engage students cognitively in their own learning pathways. The learning walls contain work samples aligned to the 'know and do'. Students are aware of what is required of them to achieve specific Levels of Achievement (LOA). A consistent approach to implementing learning walls in all classrooms is yet to be established.





**The principal has taken a strong leadership role in encouraging research-based teaching practices.**

This has included feedback to improve teacher capability. The principal and staff members work together to support all students. Staff members informally share resources and ideas to improve teaching practice. Staff meetings occur weekly and provide Professional Development (PD) opportunities for all staff. Formalisation of a feedback process for all staff to enhance learning in the classroom could yet occur.

**Teachers recognise that students may be at different stages in their learning and may be progressing at different rates.**

Some teachers encourage students to identify what they do well in reading through the use of the literacy continuum. A number of students track their reading progress using this tool. Teachers are aware that learning goals can be created to align with the literacy continuum. The creation of learning goals by teachers and students is yet to occur.

**Parents and families are recognised across the school as integral members of the school community and partners in their child's education.**

Partnerships with parents are strengthened through a range of school events and celebrations. A strong partnership is established with the Parents and Citizens' Association (P&C). The P&C undertakes a range of activities to enhance student learning opportunities and appreciates the focus the principal places on encompassing the school and wider community. The supportive and dynamic P&C provides significant financial support for the school. This includes breakfast club and ensuring all students are able to participate in excursions. Resources are committed to ensure the effectiveness and success of partnerships through the support of the P&C.



## 2.2 Key improvement strategies

Refine and embed the school vision and values as a philosophy to enhance student learning and wellbeing.

Identify, refine and embed consistent whole-school behaviour expectations and systems across the school.

Embed learning walls in all classrooms with the 'know and do' to align with the Visible Learning action plan.

Formalise a feedback process to build capacity of all staff, aligned with the EIA.

Embed goal setting to support improvement in reading across the whole school.