

# Laura 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 **Laura State School** from **27 to 29 October 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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 Lead Principal 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

Sandra Perrett	Internal reviewer, EIB (review chair)
Jenny Worsley	Peer reviewer
Jeanette Megson	Peer reviewer



## 1.2 School context

<b>Location:</b>	Terminus Street, Laura	
<b>Education region:</b>	Far North Queensland Region	
<b>Year levels:</b>	Kindergarten to Year 6	
<b>Enrolment:</b>	10	
<b>Indigenous enrolment percentage:</b>	100 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	nil assigned	
<b>Year principal appointed:</b>	Term 3, 2021	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, teacher, Business Manager (BM), teacher aide, seven students, four parents and head of inclusive practices Southern Cape Cluster.

Partner schools and other educational providers:

- Principal of Lakeland State School.

Government and departmental representatives:

- Lead Principal, Senior Sergeant of Queensland Police Service (QPS) – Laura Station, regional school sport officer, and project manager and Year 6 to Year 7 transition coordinator from Transition Support Services (TSS), Department of Education (DoE).

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2017-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School data plan	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	School differentiation plan or flowchart
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
Headline Indicators (April 2021 release)	Student Code of Conduct
School based curriculum, assessment and reporting framework	School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

#### **Students speak positively regarding the way the school ‘feels’.**

A range of strategies is utilised to encourage appropriate behaviour, including a class reward system, implementation of the Pause program, and daily engagement with positive behaviour expectations. Some students express that their parents are impressed by the changes being enacted at the school and the new rules. Staff speak enthusiastically of the changes in student behaviour and engagement in their learning.

#### **Staff are committed to developing the school team and working collaboratively.**

An obvious focus on investing in the staff through enhancing their skills and knowledge is apparent. All members of the teaching team express their appreciation for this. Some staff articulate the direct link between their own professional learning and the modelling of teaching strategies by the principal and the associated discussions. The principal is committed to providing staff with feedback, enabling them to identify what they are doing well and the next area to focus on.

#### **The school is committed to improving the learning and wellbeing outcomes for all students and children from kindergarten to Year 6.**

The principal and teaching team are keen to improve the quality of teaching and learning throughout the school. Staff members express appreciation of the opportunity to build their understanding and expertise in planning, teaching and assessing the Australian Curriculum (AC), including opportunities to work alongside the principal. The expectation that all students are able to learn and achieve successfully, and at a level that is in line with regional and state achievement levels, is yet to be regularly articulated by some staff.

#### **Staff express appreciation of the opportunity to collaboratively plan units of work, as it provides opportunities to deepen their understanding of the AC.**

The principal and staff members communicate a keen interest in incorporating local Indigenous languages within the curriculum. The principal expresses a desire to gradually enhance the units of work from the Prep to Year 6 Curriculum Planning Model (P-6 CPM) to incorporate locally relevant content that will support students to engage in their learning. Students express interest in exploring opportunities to incorporate local language into learning activities.

#### **The principal places a high priority on the collection and analysis of learning and achievement data.**

The sophisticated use of data is an emerging focus of the principal with the intention of building the capability of the teaching team to collect and analyse student achievement data. The principal articulates the importance of data to inform classroom teaching and learning. Collaborative analysis and response to a range of data sets to ensure that teaching strategies and content reflects current student need, and aims to improve students' Level of





Achievement (LOA) data in the key learning areas, are yet to be undertaken by the teaching team.

**The principal actively seeks ways to foster partnerships within the community.**

The school team articulates the importance of partnerships in improving opportunities and outcomes for students. The principal is beginning to identify key community members interested in working with the school and value add to the educational, social and emotional wellbeing outcomes for students and children. The school is working towards establishing a Local Community Engagement Body.

**The principal is an active member of the local, small school cluster.**

Staff members express appreciation of the opportunity to work together and create positive and supportive professional partnerships. Critical reflection on practice, curriculum and pedagogical support and sharing of regional resources are facilitated. These networked relationships are supporting staff development and providing opportunities to build their collective understanding of curriculum, teaching and learning.

**Time is directed towards reviewing and enhancing the facilities and grounds, providing an environment that encourages pride in the school.**

The principal, since commencing duties at the school, has created an atmosphere that is welcoming, and reflects and encourages care in the school. School staff and visitors comment positively on the way the facilities are being enhanced. The teaching team celebrates students and children's increased care and respect for the school, including facilities and resources.



## 2.2 Key improvement strategies

Build a unified and consistent belief system and associated language that reflects high expectations that all students will learn successfully.

Collaboratively enhance P-6 CPM units to incorporate local language, culture and history, working with local Indigenous people and specialist personnel.

Build the capability of the teaching team to collect, analyse, triangulate and respond to data, including LOA data in key learning areas.

Develop a Local Community Engagement Body to strengthen school community partnerships and value add to student learning.