

Flying Fish Point 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 School and Region Reviews (SRR) at **Flying Fish Point State School** from **27 to 29 July 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Len Fehlhaber

Internal reviewer, SRR (review chair)

Honi Mauro

Peer reviewer



1.2 School context

Indigenous land name:	Mamu
Location:	Maud Street, Flying Fish Point
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	54
Indigenous enrolment percentage:	30 per cent
Students with disability percentage:	32 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	855
Year principal appointed:	2020



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, three teacher aides, Business Manager (BM), 23 students, Special Education Program (SEP) teacher, groundsman, cleaner and two Parents and Citizens' Association (P&C) representatives.

Community and business groups:

- Nil

Partner schools and other educational providers:

- Deputy principal Innisfail State College, cluster Head of Department – Curriculum (HOD-C) and Far North Queensland Region Principal Advisor – Teaching and Learning (PATaL).

Government and departmental representatives:

- ARD.



2. Executive summary

2.1 Key findings

The principal and staff members describe their dedication to the school, and staff articulate a unified commitment to improving learning and wellbeing outcomes for all students.

The principal supports and encourages staff members to think strategically and to take an active role in contributing to the school's improvement agenda. Staff members discuss the various roles they undertake across the school to provide students with a broad range of learning, social and play opportunities. Staff express deep appreciation for levels of trust created within the team and how this has assisted to create a conducive, welcoming and engaging learning environment.

Staff, students and parents express high levels of pride in the school and comment on the 'family feel' as a highlight.

There is a happy, calm and orderly feel to the school, and one of enjoyment by students and staff. There is significant pride amongst all members of the school community in belonging to the school. They speak proudly of the cultural diversity and the way in which all students interact positively in and out of the classroom. Students articulate that they appreciate the small school environment and the opportunities it provides to improve their learning and develop strong, positive relationships with teachers and staff.

The principal recognises that highly effective teaching is key to improving student learning across the school.

The principal and teachers explain that they have participated in the regional Pedagogy Working Party which they describe as a group of like-minded schools coming together to explore High Impact Teaching (HIT) strategies that suit the context of their school. They articulate that the goal of participating in this group is to collaboratively develop an agreed suite of HIT strategies, linked to the needs of students, and a shared understanding by all staff. They articulate the need for a range of pedagogies that suit all learners, including hands-on, concrete and visual, as well as incorporating the general capabilities of the Australian Curriculum (AC).

The school's motto of 'We care' underpins the belief that all students are able to achieve high standards when provided with the right support at the right time.

The principal articulates that differentiation is an inclusive practice that enables students from diverse backgrounds and with varying abilities to demonstrate what they know, understand and are able to do to ensure the next steps in teaching are easily identified. A Special Education Program (SEP) teacher attends the school one day per week to work specifically with students with disability and Aboriginal students and Torres Strait Islander students, and to ensure an inclusive culture of teaching and learning. The principal articulates that bandscaling of English as an Additional Language or Dialect (EAL/D)



students is a past practice and outlines an intention to reinstate this process due to its ability to provide differentiated strategies.

Parents articulate genuine appreciation for the manner in which staff maintain a positive, calm learning environment and express gratitude for the way staff build strong positive relationships with students.

Staff and parents express high regard for the leadership of the principal and recognise the efforts made to build a cohesive, united school community. The school is striving to provide a range of opportunities for parents to become actively involved. The principal explains that it has been difficult to form an active Parents and Citizens' Association (P&C) in recent years and that engaging with a broader section of the parent body is a school priority.

Teachers recognise that some students require significant adjustments to their learning programs to ensure they are optimally engaged, challenged and successful.

The principal acknowledges the need to effectively utilise Information and Communication Technology (ICT) as means of supporting students with additional needs. Some staff members express a desire to integrate ICT to engage students in learning and innovative modes of assessment, and for further investment in ICT to assist teachers in catering for student needs whilst preparing them for high school and future opportunities.

The principal leads and models teaching and learning across the school through the establishment of Communities of Practice (CoP).

The principal works to support classroom teachers with the delivery of the curriculum, works closely with class teachers to enhance teacher pedagogy in literacy and numeracy, and leads strategic meetings. Systematic feedback is provided with formalised proformas that are recorded and reflected on during the coaching process. The principal describes the intention to collaboratively develop and embed a whole-school observation and feedback process for all teaching and non-teaching staff, in line with school priorities.

The principal has a clear vision for the school's learning agenda that is focused on providing all students with access to quality learning experiences that reflect the requirements of the AC.

The principal and teachers are able to clearly articulate the three levels of planning including reporting plans and guidelines. The school has a sequenced plan for curriculum delivery. Classroom planning is quality assured and aligns to the whole-school curriculum plan.

The school is establishing strong, innovative and sustainable partnerships with parents, new families and the wider community, such as early childhood providers and training organisations.

This is reflected in enrolment growth, stable staffing and a building of positive reputation as a 'good' school in the local community. Families travel from outside their local area to attend the school. There is a collaboration with cluster schools, tertiary institutions, business, employment agencies, support services and sporting organisations to expand opportunities for student success.



2.2 Key improvement strategies

Collaboratively develop and embed an agreed suite of high impact pedagogical strategies, linked to the needs of students, and a shared understanding by all staff.

Refine and strengthen all differentiation processes and strategies to ensure staff understanding and recognition of priority groups including Aboriginal students and Torres Strait Islander students, and EAL/D students.

Explore and embed opportunities to strengthen parent engagement with school activities and strategic planning to build community understanding of school priorities and student learning.

Explore and integrate opportunities to utilise ICT as a means of engaging students in learning and innovative modes of assessment.

Collaboratively develop and embed a whole-school observation and feedback process for all teaching and non-teaching staff, in line with school priorities.