

South Johnstone 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 **South Johnstone State School** from **23 to 24 May 2017**.

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 which prioritise future directions for improvement.

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

1.1 Review team

Bert Barbe

Internal reviewer, SIU (review chair)

Glenda Seawright

Peer reviewer



1.2 School context

Location:	East Avenue, South Johnstone
Education region:	Far North Queensland Region
Year opened:	1916
Year levels:	Prep to Year 6
Enrolment:	28
Indigenous enrolment percentage:	23 per cent
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	974
Year principal appointed:	2014
Full-time equivalent staff:	2.5
Significant partner schools:	Innisfail State College
Significant community partnerships:	Mena Creek Silkwood Sports Association, South Johnstone Youth and Community Group
Significant school programs:	Young Performers competition, Mena Creek Sports days, Japanese Language Ambassadors and Speech competition, school camp



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, classroom teacher, two specialist teachers, two relief teachers, administration officer, three teacher aides and cleaner.

Community and business groups:

- Parents and Citizens' Association (P&C) president and two members, and six parents.

Partner schools and other educational providers:

- Principal of Innisfail state College.

Government and departmental representatives:

- Cassowary Coast Regional Council representative and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Responsible Behaviour Plan
Investing for Success 2017	Explicit Improvement Agenda 2017
Headline Indicators (Semester 1, 2017)	Strategic Plan 2014-2017
OneSchool	School Data Profile (Semester 1, 2017)
Professional learning plan 2017	School budget overview
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school recognises and values the importance of establishing and nurturing positive partnerships with the families of past, present and future students.

These relationships ensure the history, culture and traditions of the school are preserved for future generations. The Parents and Citizens' Association (P&C) is a small band of parents and grandparents committed to raising and/or accessing funds to improve the learning opportunities and outcomes for students.

The principal has established and is driving a broad improvement agenda for the school.

The improvement agenda is visible around the school and identifies writing, reading, numeracy, and attendance as the 2017 foci for improvement.

Staff members refer to the Australian Curriculum (AC) to guide their planning, assessment and reporting.

The Curriculum into the Classroom (C2C) resources provide the foundation for the curriculum delivery in a learning environment where multiple year levels are combined. The AC is yet to form the basis for curriculum discussion and delivery.

The pedagogical framework document is based around Explicit Instruction (EI).

There is a focus on improving the teaching of reading, writing and numeracy. The documentation of consistent school-wide strategies associated with the teaching of these skills based on current research is yet to be collaboratively developed.

Informal classroom walkthroughs are undertaken by the principal.

Formal coaching, observation and feedback processes are documented in the pedagogical framework. These processes are yet to be implemented to ensure consistent EI teaching practices are developed.

The principal has documented and implemented a plan for the systematic collection of a broad range of student achievement data.

A broad range of measures are utilised to monitor whole-school achievement and monitor student progress over time in literacy and numeracy. The principal acknowledges the need to review the schedule and refine the scope of data collected.

The tone of the school reflects a school-wide commitment to purposeful, successful learning for the full range of students.

Parents, staff members and students view this commitment as a strength of the school. There is a strong collegial culture of mutual trust and support amongst all staff members.



2.2 Key improvement strategies

Narrow and sharpen the Explicit Improvement Agenda (EIA); include aspirational targets and timelines and communicate to all stakeholders.

Build the capacity of staff members to use the AC as the basis for curriculum planning, assessment and reporting.

Adopt a research-based cycle of inquiry to develop a shared understanding of and consistency of practice in EI.

Implement formal coaching, observation and feedback processes to ensure consistency of teaching practices.

Review and refine the assessment schedule to ensure data collected and utilised is purposeful.