

South Johnstone State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

South Johnstone State School acknowledges the Mamu people as the Traditional Custodians of the land where the Cane Cutter Cluster schools stand.

About the school

Education region	Far North Queensland Region
Year levels	Prep to Year 6
Enrolment	28
Indigenous enrolments	48%
Students with disability	11%
Index of Community Socio-Educational Advantage (ICSEA) value	834

About the review

 2 reviewers from 30 to 31 July 2024	 40 participants	 12 school staff
 17 students	 4 parents and carers	 7 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Collaboratively develop 3 levels of planning in accordance with P–12 curriculum, assessment and reporting framework to ensure students receive their full curriculum entitlement.

Establish processes for teachers and leaders to moderate at multiple junctures to build staff capability and align planning, teaching, learning and assessment.

Domain 2: Analysing and discussing data
Collaboratively review the data plan, in consideration of school priorities and curriculum, to support staff in purposefully using data to inform teaching and learning in all learning areas.

Domain 8: Implementing effective pedagogical practices
Collaboratively build staff knowledge and understanding of the 3 principles of pedagogy to support teachers in determining the most appropriate pedagogical approaches, practices and teaching strategies.

Key affirmations



Staff express high expectations for student learning progress and school improvement.

Staff comment the recent consistency of leadership has played a pivotal role in setting high expectations for student learning and school improvement. Students and staff speak of recent success in a state-wide Mathematics competition as exemplifying the school motto of *'Effort Equals Outcome'*. Staff talk about how they invest in student success, and consistently place students at the centre of their teaching practice. Staff express their ongoing commitment to fostering a culture that supports high expectations and students' personal growth.



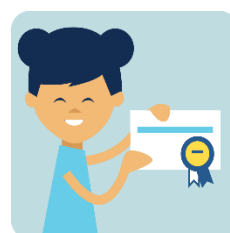
Students speak positively of how staff support their learning and engagement.

Students express appreciation for the support they receive for both their educational journey and overall wellbeing, commenting 'We like all the wonderful staff'. They describe where they are in their learning, and express enjoyment in coming to school. The recent focus on teamwork and wellbeing is positively highlighted by students, who discuss with excitement how they work together to fill the 'Marble Jar' and earn class rewards. Staff describe the supportive school atmosphere, and how it positively shapes students' educational experience.



Teachers, leaders, parents and community members express high regard for the school.

School community members describe the school as a place where everyone feels welcome and valued. Staff members indicate they feel invested in their roles and express enthusiasm for their work to support student engagement and learning. Parents highlight teachers' approachable nature. They comment they value how teachers help them to understand the curriculum and they can support their child with schoolwork at home. Parents express appreciation for how staff keep them informed of their child's progress.



Students communicate their growing awareness of their own and others' learning progress.

Students express enthusiasm for engaging in learning and take pride in their improvement. They describe how they actively track their own learning progress and that of their peers, discussing their Levels of Achievement in various learning areas. Students proudly note their progress and increased confidence in engaging in assessments. They describe how Systematic Synthetic Phonics has improved their ability to decode and read effectively. They comment they feel well-prepared for assessments, highlighting teacher feedback and consistent learning routines as reasons. Staff express a commitment to supporting students to experience success and to further developing students' awareness of their own and others' learning.