

# Georgetown 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 School Improvement Unit (SIU) at **Georgetown State School** from **13 to 14 March 2019**.

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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Sandra Perrett

Internal reviewer, SIU (review chair)

Andrew Helton

Senior reviewer



## 1.2 School context

<b>Location:</b>	High Street, Georgetown
<b>Education region:</b>	Far North Queensland Region
<b>Year opened:</b>	1874
<b>Year levels:</b>	Kindergarten to Year 6
<b>Enrolment:</b>	31 (including 2 students in Remote Kindergarten program)
<b>Indigenous enrolment percentage:</b>	9.6 per cent
<b>Students with disability enrolment percentage:</b>	3.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	896
<b>Year principal appointed:</b>	2019 (acting)
<b>Day 8 Staffing teacher full-time equivalent:</b>	2.87
<b>Significant partner schools:</b>	Savannah Cluster – Croydon State School, Mount Surprise State School, Forsayth State School
<b>Significant community partnerships:</b>	Northern Gulf Resource Management Group, Etheridge Shire Council, Little Gems Children's Centre
<b>Significant school programs:</b>	Remote kindergarten, kitchen garden classroom, Values Integrated Through Action-based Learning (VITAL)

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, two teachers, guidance officer, five teacher aides, Business Manager (BM), school chaplain, cleaner, 10 parents and 18 students.

Community and business groups:

- Little Gems Children's Centre and Northern Gulf Resource Management Group.

Partner schools and other educational providers:

- Principal of Croydon State School.

Government and departmental representatives:

- Mayor of Etheridge Shire Council, State Member for Traeger and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 2 2018)
Headline Indicators (October 2018)	School budget overview
OneSchool	Curriculum planning documents
Reading Actionable Playbook	School newsletters and website
School pedagogical framework	School Opinion Survey
Georgetown State School Next steps in student learning	Georgetown Reading Data Collection Cycles 2019



## 2. Executive summary

### 2.1 Key findings

**The school community is committed to continuing to support the school and motivate students to reach their potential.**

All staff members are committed to the students and are working towards establishing processes to promote high levels of behaviour and academic performance. The school is involved in a number of events that provide opportunities to engage learners in a range of activities. These activities include the district eisteddfod, gardening projects and links with community groups.

**The acting principal identifies the strength of the collaboration amongst the teaching team.**

Teaching staff are committed to supporting student learning and are beginning to grow in confidence and expertise in the fields in which they teach. All staff take a personal and collective responsibility for improving student learning and wellbeing. They value opportunities to work together and learn from each other's practices.

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

The Parents and Citizens' Association (P&C) actively supports the school in a variety of ways. The P&C conducts a number of fundraising activities including the biennial fete, catering of functions, and raffles. These events are well supported by local families and the broader community. The P&C appreciates the acting principal's role in keeping them informed.

**The teaching of reading, and more specifically teaching reading across all subjects, forms the focus of the Explicit Improvement Agenda (EIA).**

The acting principal is leading staff through a reading inquiry cycle. The Reading Actionable Playbook identifies a range of strategies, written under the nine domains of the National School Improvement Tool (NSIT). Strategies include developing a reading framework, introducing in-school and cluster classroom observation and feedback processes, organising parent and community training and individualised support for identified students. The development of reading data walls, cluster planning sessions and timetable modifications to better support reading groups has begun.

**A consistent whole-school approach to establishing a clear set of high expectations for learning, teaching and student wellbeing is emerging.**

The acting principal understands the range of curriculum and teacher development that is required to assist teachers in the early stages of their careers. The acting principal identifies the EIA regarding behaviour as predominantly focusing on the explicit teaching of 'learning' behaviour, specifically when in class. Many interviewed students identify the need for further routines and practices to improve some playground behaviour.





**Discussions have been held to support and improve the resilience of students in responding to the day-to-day activities at school.**

All staff recognise the importance of staff and student wellbeing. Staff members and students identify the importance of a greater level of resilience for students. Classroom teachers have worked to design and implement structured positive rewards programs for whole of class and targeted individual students. Some progress is noted by staff members and students in improving student resilience.

**Staff members articulate their belief that every student can be a successful learner if provided with appropriate levels of work and timely support.**

The acting principal provides in-class learning support. This support is based on classroom observations, confirmed and anticipated reading levels, and through discussions with the classroom teacher. Parents value the learning support targeted to the individual needs of students. Processes utilised to identify and support students with learning difficulties are informal and school-wide processes are yet to be established.

**The school works closely with other small schools in the Savannah Cluster to develop and share curriculum planning and units of work for all year levels.**

This cooperative group is using multiple opportunities to work online and face-to-face to seek guidance from cluster colleagues in the delivery of the Australian Curriculum (AC). Teachers utilise some Curriculum into the Classroom (C2C) resource materials and a range of worksheets and textbooks to structure learning activities to meet the needs of the year levels within their classrooms. Knowledge of the achievement standards and how the general capabilities should be addressed across all of the learning areas is emerging.

**The school has established and developed good communication with the local early learning centre.**

The Little Gems Children's Centre is subsidised by the council and has close links with the school. Joint activities including Clean Up Australia Day and charity days are conducted with the centre.

**Etheridge Shire Council provides a number of services that connect directly to the school.**

The student hostel, located across the road from the school, is the weekday base for a number of students who come from surrounding properties. The distance between the school and these landholdings makes a daily commute impractical and students spend the week under the care of a housemother/manager at the hostel. The school works closely with the housemother and parents to ensure the academic, social and welfare needs of students are met.



**The school provides a range of learning areas inside and outside the classroom.**

The two classrooms are extensive in size and well resourced. Additional indoor learning spaces include a computer lab, library and a third classroom space. The school has well maintained grounds, including covered play areas and a kitchen garden, developed in conjunction with Northern Gulf Resource Management Group.





## 2.2 Key improvement strategies

Enhance and refine the EIA, ensuring a clear line of sight exists between data analysis, targets, whole-school teaching practices, teaching team capability, observation and feedback processes and student learning goals.

Collaboratively design and implement clear strategies and build teacher capacity to promote high expectations for student learning and behaviour.

Further develop current programs and the use of positive and consistent strategies to increase student resilience.

Collaboratively develop a systematic, school-wide approach to the identification of, and support for, students with learning difficulties.

Use collaborative curriculum planning opportunities to enhance the capability of teachers to use and interpret the AC achievement standards and general capabilities.