



School Improvement Unit Report

Julia Creek State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Julia Creek State School from 16 to 18 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	13 Burke Street, Julia Creek
Education region:	North Queensland Region
The school opened in:	1911
Year levels:	Prep to Year 6
Current school enrolment:	39
Indigenous enrolments:	12.8 per cent
Students with disability enrolments:	2.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	979
Year principal appointed:	2016 (acting)
Number of teachers:	3.0 (full-time equivalent)
Nearby schools:	Cloncurry State School, Richmond State School
Significant community partnerships:	McKinlay Shire Council
Significant school programs:	Mount Isa School of Distance Education, Open Learning Centre



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two teachers
 - Four teacher aides
 - McKinlay Shire Council Mayor
 - Two chaplains
 - Adopt-a-Cop
 - Outside School Hours Care officer
 - Cleaner
 - Parents and Citizens' Association (P&C), president and treasurer
 - 10 parents
 - 20 students

1.4 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Andrew Helton	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The principal, school staff members and community are committed to improving learning outcomes for all students in the school.

The improvement agenda for the school is expressed in the 2016 Annual Implementation Plan (AIP). The AIP has a range of strategies, actions and performance measures documented. Staff members are aware that the school is focusing on the improvement of reading outcomes for students. The AIP is yet to be fully implemented.

- Parents and community members speak highly of the school and the commitment shown to students and their learning.

Staff members speak positively regarding collegial relationships and the culture of mutual trust and support.

- The school has a documented plan for curriculum delivery across the school.

Classroom teachers interpret this plan in a variety of ways. The school has yet to immerse recently appointed classroom teachers in the documented policies and curriculum frameworks of the school to build a shared understanding of expectations.

- There is a documented pedagogical framework in the school.

The knowledge and use of this framework is not yet apparent in teachers' everyday practice. Teachers are working on developing pedagogical skills. Regional professional development and staff meetings support these practices.

- The school actively seeks ways to provide networking opportunities for staff members.

The school belongs to the Western Alliance and participates in cluster professional development. The current focus is on the development of quality teaching and learning processes.

- A strategy to continue to embed the school's reading framework is identified in the AIP.

Elements of the framework are visible in classrooms. These include the Gradual Release of Responsibility (GRR) in reading groups, decoding and comprehension strategies. The framework is yet to be embedded.



- The school has a documented plan for the collection of student learning data.

Classroom teachers use informal opportunities to discuss student achievement data. The school has established some methods for linking student achievement data to the process for the designing and tracking of individual student goals. The school recognises that the collection plan is yet to be implemented.

- Teachers are open to feedback and state they would appreciate the opportunity to be involved in specific coaching and feedback sessions.

The principal works with teaching staff in staff meetings reinforcing the regional expectations of pedagogical practices. A coaching, observation and feedback process is yet to be established.

- Research-based theories are being used to develop teacher data analysis skills.

Staff meetings are used to provide some professional development for classroom teachers in how to collect and analyse data. The school identifies the need for more training and development to build data literacy of teachers.

- Parents, families and community members are recognised as integral members of the school community and partners in their student's education.

The school's partnerships are sustainable and have become an accepted part of the culture of the school and township. The school has a significant partnership with the McKinlay Regional Council to provide a range of support programs for students within the school.

- Parents involved in the Parents and Citizens' Association (P&C) support the school, students and staff members in a number of ways.

This dedicated small group of volunteers conduct a range of fundraising activities to subsidise school excursions, purchase resources and enhance school facilities. Links are made with local businesses to support the school's fundraising activities.



2.2 Key improvement strategies

- Collaboratively narrow and sharpen the Explicit Improvement Agenda (EIA), which includes targets and timelines, and communicate the priorities to all stakeholders.
- Build a shared knowledge of the school's curriculum documentation and establish an understanding of the expectations for teaching and learning.
- Implement the documented pedagogical framework.
- Implement the whole-school reading framework.
- Review the school's assessment schedule to ensure it is understood and enacted by all classroom teachers
- Develop and implement a coaching, observation and feedback process aligned with the EIA.
- Build data literacy skills of staff members to enhance teacher capacity to input, manipulate and interpret data to identify trends.