

Garbutt 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 **Garbutt State School** from **13 to 14 June 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.

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

1.1 Review team

Stephen Bobby

Internal reviewer, SIU (review chair)

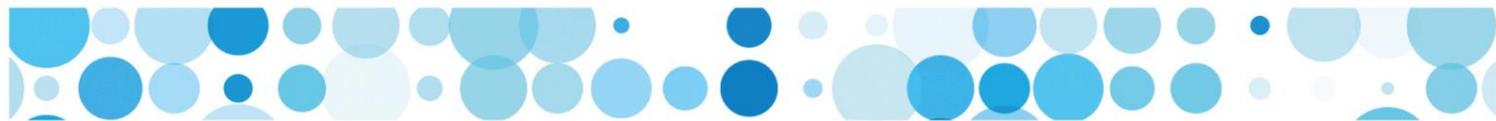
Dianne Schmidt

Peer reviewer



1.2 School context

Location:	Chandler Street, Garbutt
Education region:	North Queensland Region
Year opened:	1932
Year levels:	Prep to Year 6
Enrolment:	77
Indigenous enrolment percentage:	75 per cent
Students with disability enrolment percentage:	1.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	734
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	6.2
Significant partner schools:	Professional Learning Community (PLC) schools – Vincent State School, Townsville West State School, Woodstock State School, Townsville South State School, Rollingstone State School, Townsville Central State School.
Significant community partnerships:	Local Elder – Alfred Smallwood, Cowboys Try for 5!, TAIHS (Townsville Aboriginal and Islanders Health Services) Deadly Choices, Giggle N Grow, Playmate Daycare and Kindergarten, Community Gro, Garbutt Community Centre, Police-Citizens Youth Club (PCYC) - Indigenous Community Sport & Recreation, Garbutt Magpies AFL (Australian Football League) Boys into Men program, Northern Region Aunty Bev, Aunty Jenny, and Advisor, Indigenous English as an Additional Language or Dialect (I/EALD)
Significant school programs:	Wadja Bimbi, Try for 5!, whole-school reading incorporating four lesson sequence, literacy blocks, Positive Behaviour for Learning (PBL), Trauma Informed Practice – Zones of Regulation



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), student support officer, small schools Business Manager (BM), Community Liaison Officer (CLO), guidance officer, Special Education Program (SEP) teacher, four classroom teachers, five teacher aides, chaplain, 13 parents and 32 students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives, CommunityGro representative, PCYC – Activities Coordinator, Indigenous Elder – Uncle Alfred Smallwood, Playmate Daycare and Kindergarten educator.

Partner schools and other educational providers:

- North Queensland Region – Indigenous Perspectives Curriculum and Pedagogy Advisor– Aunty Beverly Cummins.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
School improvement targets	School newsletters and website
School pedagogical framework	Responsible Behaviour Plan for Students
School data plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

A culture of belonging, community, partnerships and trust are clearly apparent across the school.

Students speak highly of the care afforded them and of the supportive nature of all staff towards them. Mutually respectful relationships exist and community members speak of multi-generation links with the school. Some parents identify that the relationship with the school feels like 'we grow together' and the school feels like 'home'.

All staff and students indicate that there is consistent implementation of the Positive Behaviour for Learning (PBL) processes across the whole school.

Parents, students and staff members understand that the management of behaviour is an ongoing areas for focus. Most students are highly motivated by the PBL processes. Recently the school teaching staff participated in Trauma Informed Practice and Zones of Regulation Professional Development (PD) to further build their skills in understanding and proactively responding to student behaviour.

The principal promotes a shared leadership model.

The principal is strategic in utilising the skills and talents of school staff members to support the EIA. Some staff members identify the entire leadership team as the driving force to school improvement. The roles and responsibilities for the leadership team that outline key actions, accountabilities and implementation timelines for priority strategic activities are yet to be documented.

All staff are familiar with most elements of the Explicit Improvement Agenda (EIA) and express a commitment to the anticipated improvements of student learning outcomes.

Staff members are able to identify how the work they are doing in building students' reading and writing skills will realise the desired improvement in student achievement. Staff members identify that the reading elements of the English Levels of Achievement (LOA) improvement focus area are known features of the school's routines. They articulate that the consistent understanding of how writing instruction is delivered is an emerging piece of work.

All staff indicate they are open and ready for further formal feedback, particularly aligned to aspect of the EIA and the opportunity to watch and learn from each other's work.

The school has processes established to assist teachers in expanding their teaching skills. A key approach is the implementation of the co-plan, co-teach, reflect practice that is managed by the student support officer and the Head of Curriculum (HOC). Teachers indicate that during this year they have been provided with additional formal feedback sessions conducted by the principal related to staff PD aligned to student feedback. Teachers indicate that members of the leadership team conduct informal walkthroughs during which informal



feedback linked to classroom practices is provided. Teacher aides indicate that they frequently participate in informal discussions with teachers and members of the leadership team about how they can best support student learning. All staff members are willing to expand their skills and knowledge.

The school has an expectation that the use of individual student reading goals to engage students in monitoring their own learning occurs across all year levels.

The school has an expectation that learning goals are established each term. The leadership team articulates the expectation that student goals are collaboratively developed between teachers and students. Conversations with students indicate that these are predominantly developed by teachers for students. The processes utilised by teachers to track and evaluate learning goals vary across the school. Students interviewed articulate variability in their degree of engagement and knowledge of their learning goals.

Diversity is embraced and the school values the varied cultural and socio-economic backgrounds of students and families.

Students present at the school with a range of complex needs including a variety of learning, social, emotional and behavioural needs. Staff members demonstrate an understanding of the varied backgrounds students come from and recognise the importance of positive and caring relationships to successful learning and commit to building mutually respectful relationships with students and their families.

Relationships with the local Indigenous community are a feature of the school.

School staff members are knowledgeable of the Indigenous background of the majority of students attending the school. School leaders outline a commitment to embedding Aboriginal and Torres Strait Islander perspectives within the whole-school curriculum program. Elders visit to work with students to teach culture and respect, encouraging students to develop a positive focus. The leadership team encourages all staff to consider, where possible tapping into cultural backgrounds and knowledge of families and the local community to enhance curriculum units and make them locally relevant.



2.2 Key improvement strategies

Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all school leaders, clearly aligned to EIA priorities and ensure these are effectively communicated to and understood by all staff.

Work with teachers to embed the collaboratively agreed non-negotiable practices relating to emerging improvement focus areas, what these look like in classrooms and monitor implementation to ensure consistency of practice.

Collaboratively expand the internal approach for all staff to participate in classroom-based learning that includes modelling, coaching and mentoring opportunities.

Further enhance the use of student learning goals in EIA focus areas to build students' understanding of how goals develop them as self-reflective learners and to enrich staff members' precision in delivering teaching and learning.