

Healy State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Healy State School** from **10 to 12 November 2020**.

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

1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Emily Robinson	Peer reviewer
Mark Winrow	Peer reviewer



1.2 School context

Location:	Thomson Road, Healy	
Education region:	North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	172	
Indigenous enrolment percentage:	37 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	899	
Year principal appointed:	Term 2, 2016	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), Business Manager (BM), 14 teachers, five teacher aides, two cleaners, schools officer – grounds and facilities, 22 parents and 86 students.

Community and business groups:

- Police Liaison Officer (PLO), four members of the Parents and Citizens' Association (P&C) executive, Kalkadoon Elder, Community Education Counsellor (CEC) and Piccaninny Playgroup coordinator.

Partner schools and other educational providers:

- Three staff members of Centre for Learning and Wellbeing (CLAW), principals of Sunset State School, Spinifex State College, Barkly Highway State School, 2016 - 2019 ARD and Partnerships facilitator Early Years North Queensland Region.

Government and departmental representatives:

- Former Mayor of Mount Isa City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Personalised Learning Record 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1, 2020)
OneSchool	School budget overview
Coaching and Professional Learning 2020	Curriculum Overview 2020
Parent Handbook	Academic Reporting Guidelines
School pedagogical framework	Professional Learning Goals
Moderation Handbook	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Individual Curriculum Plans and Personalised Learning Plans



2. Executive summary

2.1 Key findings

Staff members indicate a strong collegial culture exists within the school.

High expectations and a belief that every student is able to succeed underpin practice. Staff work with an intent to provide a safe, supportive, engaging learning environment for all students. Teachers are focused on ensuring positive experiences and learning outcomes for the students in their care with an expectation that all students will learn successfully. Staff members comment on mutual trust and support and the strong feeling of connectedness that exist and operate within and across all year levels. The work of the leadership team and the authentic support they provide to all staff are consistently referenced and strongly applauded.

The school is committed to building a highly skilled and professional team of teachers.

A high priority is placed on attracting, developing and retaining the best possible staff. Teachers exhibit high levels of commitment. Staff are skilled in their fields, acknowledge the school's collegial environment, and speak confidently of their ability to support the learning needs of students in English. School leaders have implemented an 'Instructional Coaching Cycle' to support the agreed practices in the teaching of English. Teachers describe that the process of 'Co-Plan, Co-Teach, Co-Reflect and Co-Assess Needs' is implemented systematically across the school, and is differentiated to the needs of teachers. Teaching staff indicate that the program is highly valued as it provides an opportunity for targeted instructional leadership and shared pedagogical expertise.

The leadership team has facilitated the development of curriculum, planning and support opportunities for staff in English.

The leadership team and teaching staff members articulate a desire to investigate a focus on other learning areas. Staff members express a commitment to implementing curriculum relating to all learning areas of the Australian Curriculum (AC). The school's documented curriculum overview, developed by the leadership team, is beginning to provide detail on what and when is to be taught by teachers in all learning areas. Clear, documented alignment between the three levels of planning is an emerging process. The curriculum overview and term curriculum offerings for students are yet to be shared with the school community.

Staff members, students and parents enact a belief that all students are able to learn when provided with time and support.

The principal and staff members strive to tailor teaching and resourcing to all students' needs and readiness. The school is committed to assessing, identifying and catering for the needs of all students. Teachers engage in weekly monitoring meetings whereby student work samples are presented and monitored in collaboration to assist in determining next steps in teaching and learning. Staff members work to ensure that the educational episodes



are engaging and purposeful for the learner. Teachers identify that providing a curriculum that is contextually and locally relevant and engages high achieving students is an emerging part of their repertoire. Learning walls are apparent in classrooms. Learning intentions, success criteria, Guides to Making Judgements (GTMJ), and 'know and do' tables are displayed on walls in classrooms. Students express high levels of satisfaction in using the learning walls to assist them in understanding their next steps for improvement.

Teachers reference regular school-based professional learning opportunities.

These opportunities are strategically developed and highly valued. School leaders provide considerable additional release time to facilitate these opportunities, demonstrating the value placed in building teacher capability. School records indicate that additional funding has been allocated to support Professional Development (PD) of staff members. Teachers welcome opportunities provided to work together and learn from each other, citing weekly student monitoring meetings and current collaborative curriculum planning with the Head of Department – Curriculum (HOD-C) as examples whereby their knowledge, skills and capability are strengthened. A culture of collaboration beyond student achievement in English is yet to be developed. Opportunities for school leaders and teachers to engage in professional networking beyond the school are yet to emerge.

Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs.

The school's 'Healy Habits' of *'Be Respectful, Be Responsible, Be Safe, Be a Learner'*, and 'favourite rules' – *'Keep your hands and feet to yourself'* and *'Mind your own business'* are widely displayed. A matrix articulating the agreed expectations of students is yet to be widely communicated. A framework for student learning and wellbeing, detailing the age-appropriate, explicit teaching of expectations and a social emotional program is yet to be developed. Consequence charts and positive points systems are utilised in every classroom. Some staff acknowledge that greater consistency of implementation by all members of staff is required to further build success. Students express that the 'Superstar' points system motivates them to meet expectations.

School leaders and teachers prioritise assessment literacy for students.

The need for learning intentions and success criteria is recognised by school leaders and teachers, and these are apparent in curriculum planning documents. Learning intentions and success criteria are shared and clearly displayed during lessons and are able to be articulated by students. Learning walls explicitly demonstrate what students are to know and do in English in all classrooms. Lyn Sharratt's¹ five questions are used to check for understanding. Regular, timely and collective feedback is delivered in all classrooms. Students highly value the process of collective feedback.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin Press.



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

Parents, grandparents and community members indicate that the school is highly respected. Families value the small school environment and articulate that their child enjoys coming to school. They express the belief that the school is an essential component of community and family life. Parents indicate that they feel welcome in the school and speak positively of the leadership team and relationships with staff members. Staff members, students and parents articulate a common belief that the school is caring and helpful, and speak with pride regarding the school. A strong sense of belonging is apparent across the school. Regular opportunities are available for parents and community members to be involved in special events, camps and ceremonies.



2.2 Key improvement strategies

Collaboratively align the whole-school curriculum plan with the systemic requirements of the P-12 curriculum, assessment and reporting framework (P-12 CARF).

Implement a whole-school approach to differentiation that meets the learning needs of all students, including high achieving students.

Establish a culture of collaboration beyond student achievement in English to implement best practice within the school and across the cluster.

Develop a student learning and wellbeing framework, detailing the age-appropriate, explicit teaching of expectations and a social emotional program.