



School Improvement Unit Report

Healy State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Healy State School from 24 to 26 February 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:	5-9 Thomson Rd, Healy
Education region:	North Queensland Region
The school opened in:	1972
Year levels:	Prep to Year 6
Current school enrolment:	168
Indigenous enrolments:	49 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	831
Year principal appointed:	2014
Number of teachers:	10.2 (full-time equivalent)
Nearby schools:	Happy Valley State School, Townview State School, Spinifex State College
Significant community partnerships:	Positive Learning Unit, Neighbourhood Centre, Injilinjil Kindergarten
Unique school programs:	Play is the Way, Critical and Creative Thinking



1.3 Review methodology

The review was conducted by a team of three 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
 - Acting Head of Curriculum (HOC), master teacher, lead literacy teacher, special education program teacher, Support Teacher Literacy and Numeracy (STLaN)
 - Seven teachers
 - Eight teacher aides
 - Family support worker, police liaison officers
 - Aunty Joan Marshall – Indigenous Elder
 - 23 students from Prep to Year 6
 - Two administration officers
 - Deputy principal of Spinifex State College (junior campus)
 - Parents and Citizens' Association (P&C) president
 - 14 parents and community members
 - One cleaner, one groundsman

1.4 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Angela Doyle	Peer reviewer
Dave Manttan	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team articulates a strong explicit improvement agenda relating to reading and behaviour.

The school leadership team is committed in their pursuit of improved learning outcomes for students. The leadership team articulates strategies relating to the main foci for student improvement. The leadership team also articulate a continued focus on attendance, writing, differentiated learning, Australian Curriculum (AC), assessment, data collection practices and developing staff performance.

- There is evidence that the school and curriculum leaders view reliable student achievement data in relation to reading as essential to the improvement of the school's reading priority.

The school has recently established a reading data wall that tracks students using PM benchmarks. Data meetings, using the data wall as a focus are scheduled between the class teachers, the Head of Curriculum (HOC) and the principal. Staff members comment that this process is generating professional conversations regarding student achievement in reading.

- The school's Responsible Behaviour Plan for Students does not currently reflect practices that occur in the school.

Parents, staff and students indicate that student behaviour has improved in the past year and also indicate that there is still a need for further improvement. Staff members and students indicate that there is a need for consistent application of appropriate consequences for student misbehaviour along with consistency in the use of the well-known *Healy Habits*.

- School leaders endeavour to utilise human and physical resources to address student needs.

Investing for Success funding will be used to employ a lead literacy teacher and increase teacher aide time to support student learning outcomes in reading. The lead literacy teacher and two teacher aides work together to form a guided reading team providing targeted reading support in Prep to Year 3 classes. The lead literacy teacher is used to build capability of Prep to Year 3 classroom teachers and teacher aides in reading.

- Regular professional learning occurs for teachers and teacher aides in the schools improvement area of reading.

The *Gradual Release of Responsibility* teaching process is modelled to classroom teachers during professional learning meetings.



- The school uses a district curriculum plan.

The plan uses the AC and Curriculum into the Classroom (C2C) components to assist teachers with their planning and assessment. School leaders work with teachers to plan curriculum and have processes in place to ensure consistency in the planning of the English curriculum. Teaching staff are clear on school-wide curriculum expectations and work with the leadership team to deeply unpack English curriculum intent.

- School-wide differentiation processes are yet to be established.

Students with verified learning needs are included in classrooms and are supported by the special education program staff members. Individual curriculum plans are yet to be implemented across the school. Limited assessment modifications are made to support students not achieving at year level.

- School leaders conduct an induction process.

Some new staff members indicate that the induction process is insufficient to ensure that they understand the process and practices of the school. While induction in regards to teaching practices are undertaken for teachers and teacher aides, staff members indicate that this could be expanded to ensure understanding of the *Healy Way* of teaching and learning.

- The school has developed policy and procedures in relation to students' attendance.

Monitoring of students attendance is occurring and non-attendance is regularly followed up through a documented process. The school's family support worker regularly follows up non-attendance with families and monitors the inter-school movement of transient families.



2.2 Key improvement strategies

- Ensure that a clearly articulated whole-school improvement agenda is narrow and sharp and is accompanied by targets, timelines, monitoring and appropriate resourcing.
- Collaboratively review the school's Responsible Behaviour Plan for Students (RBPS) ensuring it reflects current school practices and system requirements.
- Consistently communicate, implement and embed the school's research based RBPS throughout the school. Implementation should be supported through the collection and analysis of behaviour data.
- Develop and implement a whole-school coaching, observation and feedback cycle linked to the school's explicit improvement agenda.
- Build a long term explicit induction program that addresses the *Healy Way*. This should include operational processes, local cultural awareness, current school priorities and teaching practices.
- Further develop and consistently review strategies to ensure full attendance of all students and investigate links with Aboriginal community leaders and support agencies to address the attendance of chronic non-attending students.