

# Townsville South 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 Education Improvement Branch (EIB) at **Townsville South State School** from **14 to 16 September 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

Alan Smith	Internal reviewer, EIB (review chair)
Georgia O'Shea	Peer reviewer
Shelley Dole	External reviewer



## 1.2 School context

<b>Location:</b>	Tully Street, South Townsville	
<b>Education region:</b>	North Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	109	
<b>Indigenous enrolment percentage:</b>	25 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	1.83 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	10.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	961	
<b>Year principal appointed:</b>	2013	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, inclusion teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, Head of Special Education Services (HOSES), Business Manager (BM), seven teachers, four teacher aides, cleaner, two Ready Reader program volunteers, chaplain, 17 parents, 37 students, Parents and Citizens' Association (P&C) president, secretary and treasurer, Outside School Hours Care (OSHC) program coordinator and preservice teacher.

Community and business groups:

- Chief Executive Officer of Books in Homes.

Partner schools and other educational providers:

- Townsville West State School principal, Garbutt State School principal, Magnetic Island State School principal, Townsville State High School Head of Department (HOD) and Koolkunna Childcare and Kindergarten (C&K) Community Kindergarten representative.

Government and departmental representatives:

- Positive Behaviour for Learning (PBL) North Queensland Region principal advisor, Stanton Lodge representative and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School's Teaching and Learning Handbook
Investing for Success 2020	Strategic Plan 2017-2020
School Opinion Survey	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional development plan 2020	Curriculum planning documents
School data plan	School newsletters and website
Responsible Behaviour Plan for Students (2019-2022)	Headline Indicators (May 2020 release)



## 2. Executive summary

### 2.1 Key findings

**The school has established partnerships with local organisations and continually seeks new opportunities to connect with community for learning enrichment.**

Partners are committed to the common purposes and goals of education for life improvement. Parents and caregivers articulate the trust they have in the leadership team to deliver quality education to their child. Parents and caregivers articulate that 'This is a good school'. Students display a sense of pride in their school, articulating they are proud to be 'Mudpickers'.

**Staff members are committed to the success of all learners.**

Teaching practices reflect the belief that students are at different stages of learning and progress at different rates. This is supported by students commenting on the fact that teachers help them in their learning. Teaching staff work to ensure that most students are engaged by designing class activities that meet their learning needs. Staff members offer a range of learning opportunities and provide necessary support for all students to succeed.

**School leaders are united in their commitment to improving learning outcomes for all students.**

Their daily work embodies the school's unofficial motto of '*From little schools, great kids grow*'. Staff members speak proudly of providing a 'quality education in a caring and sustainable environment'. The principal articulates that 'reading is and always will be a priority'. To support their work, school leaders have developed a number of plans, policies and frameworks, including a comprehensive Teaching and Learning Handbook (TALH). A statement of roles and responsibilities for the leadership team is documented. It is yet to reference instructional leadership.

**The principal and leadership team view reliable and timely student data as essential to the school's improvement agenda, and important to improving student learning outcomes.**

Sharing of whole-school, year level and class data occurs throughout the year, resulting in conversations regarding student achievement trends over time. Data is fed back to classroom teachers through systematised professional capacity-building meetings. The ability of teachers to analyse class data to inform teaching and learning practice and respond to specific learning needs of individuals and small groups is developing across the school.

**The importance of establishing classroom environments that are conducive to learning, are supportive of students, and are regulated by clear routines and structures is consistently emphasised.**

The school is adopting Positive Behaviour for Learning (PB4L), and students readily reference the school-wide expectations of being safe, being responsible, and being respectful. Students in all year levels describe the value of the rewards system for positive



behaviour. A level of inconsistency with implementing agreed PB4L practices is identified by staff, student and parents.

**School leaders place a high priority on the ongoing professional learning of all staff.**

A school-wide Professional Development (PD) plan is documented, with staff members engaging in weekly staff meetings aligned to school priorities. Teachers are committed to the development of effective teaching and learning practices throughout the school.

**The principal and other school leaders recognise that quality teaching is crucial to improving student outcomes.**

They strongly encourage the use of research-based teaching practices in classrooms to ensure that every student is engaged, challenged and learning successfully. Leaders acknowledge that further observation, feedback, mentoring and coaching processes will help to develop capability and consistency in embedding agreed school-wide pedagogies.

**The leadership team and teaching staff members express a commitment to implementing curriculum relating to the learning areas aligned to the Australian Curriculum (AC).**

They have developed a whole-school curriculum overview based on the Small School P–6 Curriculum. The curriculum expertise of the leadership team is recognised by all staff members. Parents and caregivers express confidence in the capability of the leadership team to develop learning programs targeted to meet the specific learning needs of their child.

**School staff demonstrate an understanding of the importance of positive and caring relationships to successful learning.**

They actively work to build positive relationships with parents and caregivers. Teachers accompany their students to the school gate at the end of the school day to greet parents and caregivers, and to farewell students.

**The principal makes strategic and operational decisions relating to curriculum, teaching and learning to ensure that resources are deployed appropriately to enhance student learning and wellbeing.**

Teacher aides play an important role in enhancing student learning and wellbeing outcomes. The physical resources, including the buildings and grounds of the school, are well maintained. Ancillary staff members take pride in their work to maintain a well-presented school environment.



## 2.2 Key improvement strategies

Develop the capabilities of all members of the leadership team to be effective instructional leaders.

Strengthen teacher data literacy skills so they are able to confidently identify starting points for teaching and make adjustments to their teaching in a timely manner.

Collaboratively work with school staff and draw upon regional resources to strengthen staff understanding of PB4L leading to consistent implementation of PB4L with fidelity at all levels.

Capitalise on the school's professional learning program to further build the expertise and understandings of the teaching team.

Collaboratively develop and implement a systematic observation, feedback, mentoring and coaching model to build teacher capability in the use of EI.

Develop and implement Quality Assurance (QA) processes to monitor, review and ensure that the intent and rigour of the AC are enacted in all classrooms.