School Improvement Unit
Report

St George State School

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **St George State School** from **29 to 31 August 2016**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 School context

Location:	Grey Street, St George
Education region:	Darling Downs South West Region
Year opened:	1874
Year levels:	Prep to Year 6
Enrolment:	213
Indigenous enrolment percentage:	56 per cent
Students with disability enrolment percentage:	4.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	817
Year principal appointed:	Term 3, 2016 (acting)
Full-time equivalent staff:	10
Significant partner schools:	Begonia State School, Bollon State School, Hebel State School, Thallon State School, Dirranbandi Prep–Year10 State School, St George State High School, St Patricks Catholic Primary School

Significant community partnerships:	Balonne Kindergarten, St George Early Learning Centre, Warrawee Family Day Care, Lifeline, Care Balonne, Goolburri, Goondir Health, Community and Allied Health, Aboriginal Housing — family support, enrichment, sport and recreation, Positive Futures Program, Adopt-a-Cop,
Significant school programs:	Academic Success Guarantee (ASG), Break It Down Build It Up (BIDBIU) , Language Studies, Enrichment Program, Team Time — You Can Do It (YCDI), Watching Others Work (WOW)

1.2 Review team

Bert Barbe   Internal reviewer, SIU (review chair)

Lesley Vogan   Internal reviewer

Bob Cole   External reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Language and Engagement teacher, guidance officer, 10 classroom teachers, three specialist teachers, Business Services Manager (BSM), one administration officer, nine teacher aides, Community Liaison Officer, one schools officer, three cleaners, four student leaders and six students

Community and business groups:

- One community Elder, Parents and Citizen's Association (P&C) president, 12 parents, 12 playgroup parents, three Aboriginal Housing officers, Manager — Warrawee Family Day Care, Director — Balonne Kindergarten, Senior Practitioner — Lifeline

Partner schools and other educational providers:

- Principal and Head of Department (HOD) Junior Secondary at local high school, Advisory Visiting Teacher (AVT) — Hearing Impairment, Remote Area Teacher Education Program (RATEP) coordinator

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Curriculum planning documents
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2016 release)	School Data Profile (15.08.2016)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum, assessment and reporting framework
School improvement targets	School differentiation plan and flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey

2. Executive summary

2.1 Key findings

Staff members, students and parents have a positive view of the school and there is an obvious sense of belonging.

Parents speak highly of the school, the principal, the teaching and support staff members and the quality of education their child is receiving.

School leaders and staff members are united and committed to improving learning outcomes for the full range of students.

Parents, community members and students acknowledge the high level of staff member commitment to student learning.

The school has published roles and responsibilities for the principal, Head of Curriculum (HOC) and school teams.

These statements are yet to reflect the current range of school leadership positions or their roles in driving the school improvement agenda.

All teachers are making a significant effort to build a calm and orderly classroom environment.

All groups within the school community express concern regarding student behaviour and its impact on learning in classrooms. The processes outlined in the Responsible Behaviour Plan for Students (RPBS) are yet to be consistently implemented by all staff members. The school engages with parents in the support and management of student behaviour. Staff members and students report some improvement in behaviour this year.

The school has a documented plan for the systematic collection of classroom data and standardised assessment.

Staff members are at different stages of data literacy and express an openness to Professional Development (PD) to assist them to identify cohort trends, starting points for teaching, skill gaps and misunderstandings, and to monitor student learning growth over time.

The school leadership team recognises that highly effective teaching is the key to improving student engagement and learning.

When discussing the teaching of reading, teachers articulate a range of strategies, pedagogies and resources utilised in classrooms with some referencing the school reading program. Consistent school-wide approaches to the teaching of reading are not yet apparent. The HOC and leadership team acknowledge the need to review the school reading framework to identify signature Explicit Instruction (EI) pedagogies and programs for the teaching of reading.

The principal and leadership team members conduct regular classroom visits.

The school has a process which enables teachers to learn from each other's practices. Watching Others Work (WOW) is an integral component of the school professional learning program. Teachers value school leaders' presence in classrooms. Feedback to teachers from the principal and leadership team is informal.

The school has established strong and productive links within the local community over many years.

The Community Education Forum is a joint initiative of the school and community leaders and is highly valued. Involvement in the forum has led to the establishment of a number of valuable programs that support local children and their families. A predominant success story is the twice weekly Sunrise Playgroup conducted at the school.