

Julia Creek 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 **Julia Creek State School** from **24 to 25 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 lead principal 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)

Jennifer Skeahan

Peer reviewer



1.2 School context

Location:	Burke Street, Julia Creek	
Education region:	North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	47	
Indigenous enrolment percentage:	10 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988	
Year principal appointed:	Term 4 2020 – appointed	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), four teachers, two teacher aides, cleaner, six parents and 12 students.

Community and business groups:

- Two Parents and Citizens Association (P&C) executive members, Sport and Recreational Officer – McKinlay Shire Council, Community Service Team Leader – McKinlay Shire Council and director of Corporate and Community Services – McKinlay Shire Council.

Partner schools and other educational providers:

- Julia Creek Early Learning Centre and Mount Isa School of the Air (MISOTA) Hub.

Government and departmental representatives:

- Two councillors McKinlay Shire Council, Queensland Police Service (QPS) Adopt-a-Cop and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Reading Framework 2017–2019
Investing for Success 2020	Strategic Plan 2017–2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

The school builds partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

The school enjoys the support of the local council, particularly the deputy mayor and local councillor. The principal proactively seeks ways to increase student learning and wellbeing by working with various community members and groups, local businesses, agency support organisations and programs, health professionals and educational clusters. These connections occur in informal and formal ways. The Parents and Citizens' Association (P&C) is an influential organisation that has supported the school for many years with community fundraising. The school thoroughly values the close connection of this partnership.

The Mount Isa School of the Air (MISOTA) partnership with the local council and the school is a valued educational option for students in the community.

The program supports a group of students in Years 7 to 10 each year, providing a local pathway for further education. The principal recognises the importance of regularly monitoring the MISOTA partnership for ongoing sustainability of the program and continued benefits for students. The community values the importance of the engagement of and opportunities for adolescents through this partnership and supports the ongoing viability of the program.

The principal, P&C executive members, parents and teaching staff members are united in driving an established Explicit Improvement Agenda (EIA).

The EIA is expressed as the 'improvement priority areas 2020', with the core objective of improving the learning and wellbeing outcomes for all students. Actions for the improvement priority of stronger community partnerships include continuing to seek new opportunities for the local council, businesses, parents and the wider community. The strength of positive partnerships connects the school to the local community and reinforces traditional beliefs that underpin the heritage of the school. The principal understands the importance of full consultation to develop roles, responsibilities and accountabilities for all members of the school community to drive student improvement.

The principal views reliable collection and analysis of data as essential to support whole-school and individual student achievement.

Teaching staff members recognise the importance of data collection to align with benchmarks and targets, and to review for the effectiveness of teaching and learning strategies. Diagnostic data is collected, Levels of Achievement (LOA), student folios and summative data are considered for reporting purposes. Behavioural data is uploaded onto OneSchool. The principal recognises the importance of developing opportunities for intentional collaboration in the use of data to build data literacy, inform teaching practice, track student progress, reflect on effectiveness and drive a culture of high expectations.



The principal has a commitment to building a school-wide, professional team of teachers.

Programs and strategies introduced are based on research and are carefully considered to enhance the capability of staff to deliver effective teaching and learning practices. The principal articulates the importance of designing and implementing a professional learning plan to enable teachers to build capability and further strengthen knowledge and skills in priority areas, including the Australian Curriculum (AC), reading, writing and differentiating teaching and learning to address individual student needs. The principal identifies the importance of the professional learning plan being differentiated to address the specific needs of staff.

The principal and teaching staff members express a commitment to implementing curriculum programs aligned to the AC including the P-6 framework and Curriculum into the Classroom (C2C) assessment tasks.

The principal acknowledges the need to develop processes to collaboratively review curriculum units to ensure the rigour and intent of the AC are maintained across all learning areas and proposed modifications are quality assured. The principal expresses the need for planning processes to develop consistency of practice. There is discussion of moderation, and of the importance of the role of the Centre for Learning and Wellbeing (CLAW) in the before, after, after, end model and collaborative opportunity to moderate within the region being available for staff in moving forward.

The principal recognises a highly effective teaching team is the key to improving student learning throughout the school.

The teaching team is encouraged to maintain currency with research regarding effective teaching practices. Opportunities are provided for staff to build skill capability through Professional Development (PD). The pedagogical framework outlines classroom visits, walkthroughs, mentoring and regular monitoring of student performance through data collection and analysis as integral to student improvement. The principal recognises the need to develop and implement a formal, collaborative strategy for coaching, mentoring, observation and feedback processes.

The school views parents and families as integral members of the school community and partners in student learning.

Members of the school community articulate a genuine belief that 'it takes a village to raise a child' and reinforce the use of wrap-around support at times of trauma, loss and natural disasters that have affected the local area. Fundraising opportunities, community projects and local initiatives are well supported, particularly when focused on providing incursions, excursions and positive learning experiences for students.



The principal, teachers, parents and students talk about their school community as a family.

Everyone knows each other and supports each other, both within the school environment and the wider community. Teachers and teacher aides are able to provide specific examples of how their connection to community provides a personal understanding of students living in a remote, rural setting. The principal recognises the importance of the knowledge and skills students bring from living on the land, and that a differentiated learning approach is required to engage students and prepare them for their future aspirations.



2.2 Key improvement strategies

Engage in full consultation to develop roles, responsibilities and accountabilities for all members of the school community in the implementation of the school improvement agenda for learning and wellbeing.

Develop opportunities for intentional collaboration in the use of data to build data literacy, inform teaching practice, track student progress, reflect on effectiveness and drive a culture of high expectations.

Develop and implement a professional learning plan aligned to the EIA, supporting individual teacher capability, including to differentiate instruction to meet student needs.

Build a shared knowledge of the school's curriculum documentation, establishing an understanding of the expectations for teaching and learning through before, after, after, end moderation to strengthen confidence in allocation of LOAs.

Develop and implement a formal, collaborative strategy for coaching, mentoring, observation and feedback to provide individual detailed capability development on key signature pedagogies.