

Lower Tully 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 School and Region Reviews (SRR) at **Lower Tully State School** from **7 to 9 November 2022**.

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

1.1 Review team

Christine Dolley

Internal reviewer, SRR (review chair)

Ben Turner

Peer reviewer



1.2 School context

Indigenous land name:	Gulngay
Location:	Collins Road, Lower Tully
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	60
Indigenous enrolment percentage:	23 per cent
Students with disability percentage:	20 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	884
Year principal appointed:	2016



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), cluster Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), Special Education Program (SEP) teacher, five teachers, three teacher aides, two cleaners, schools officer grounds and facilities, nine parents and 45 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and three P&C members.

Partner schools and other educational providers:

- Little Gumboots Early Learning Centre director, Tully State High School principal and EI Arish State School principal.

Government and departmental representatives:

- Councillor for Cassowary Coast Regional Council, State Member for Hinchinbrook, Principal Advisor Teaching and Learning (PATAL) and Lead Principal.



2. Executive summary

2.1 Key findings

A deep belief that every student is capable of successful learning is apparent.

An articulated high priority is placed on building and maintaining positive and caring relationships between staff, students, parents and the community. Respected community members reflect on the belief that the school is a 'healing place' where students and their families enrol and are 'wrapped around', expressing the philosophy of educating the 'whole child'. Instruction is individualised to ensure students are encouraged and supported to find the best way for them to effectively engage in and own their learning. The principal articulates the hallmark of the school is that 'academic, physical, social and emotional development are all nurtured'.

The principal articulates the success of the well-attended 'family nights'.

Family nights are held each term on a Friday evening. Students share samples of work with their parents in their classrooms to celebrate their recent achievements. Parents and carers have brief, positive conversations with teachers regarding their child's progress. The principal uses this time to share school news and information with parents. An outdoor activity is conducted with the children, taking different forms each term. Students describe enjoying a disco, movie night and games with glow sticks and torches. The principal reflects that these nights bring the community together, as parents meet and chat with one another and informally with staff members, while children enjoy some fun activities outside at night.

Staff members speak highly of mutual trust and respect for each other.

Staff members discuss a high level of confidence in the work they undertake in the school, and express a keenness to further develop their knowledge regarding how students learn. An instructional coaching process involves the cluster Head of Department – Curriculum (HOD-C) partnering with identified knowledgeable others to co-plan, co-teach, co-assess and co-reflect with high-impact teaching strategies implemented throughout English lessons. This approach facilitates the school's strategic focus on modelling, coaching and feedback. The principal has articulated a desire to expand this process across the school.

Teachers and teacher aides express a strong commitment to continue building their own knowledge and understanding of visible learning.

Teachers and the school's highly skilled teacher aides are able to provide examples of the positive impact visible learning and co-constructed learning walls are having on student engagement and achievement in English. Teachers are beginning to use these high-impact strategies in other learning areas. Students articulate how they engage with learning walls within their classrooms and the positive impact this is having on their learning. They express clarity regarding what they are learning and what they need to know and do to be successful. Teaching staff willingly embrace the need for pedagogical change with aspects of visible learning apparent across each classroom.



Colourful and inclusive school murals recognise the local Gulngay people.

Culturally safe practices to maximise the engagement in learning of Aboriginal students and Torres Strait Islander students include annual celebrations of National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, recognising the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Teaching staff express the importance of embedding Indigenous perspectives into curriculum planning and using opportunities to engage First Nations community members to enrich units of work and provide local contextualisation to meet individual student need. Gulngay Elders indicate interest in working with teachers and students to build their cultural competence. The principal recognises the importance of collaboratively exploring further methods to strengthen community connections in building cultural competence.

A coherent and sequenced plan for curriculum delivery is established.

The principal indicates that the school's curriculum plan ensures consistent teaching and learning expectations. The P-6 Curriculum Planning Model (P-6CPM) is implemented throughout the school. In alignment with the current Explicit Improvement Agenda (EIA), the Literacy continuum is used to track and monitor progress of student outcomes. Teachers articulate the value of aligning individual student learning goals from the Literacy continuum to the units of work. Teaching staff members indicate the desire to replicate this work, utilising the Numeracy continuum. The principal expresses the intent to collaboratively develop processes to implement effective use of the Numeracy continuum, linked to the Australian Curriculum (AC), to monitor student improvement.

The notion that it takes a village to raise a child drives the focus on strong relationships.

A proud and prominent mural in the centre of the school symbolises the nurturing community. Students, parents and community members speak positively regarding the school and the learning and support opportunities offered to their child. They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak with pride regarding their connection with the school and its staff. Parents are valued as partners in their child's learning and connection to the school and classroom is encouraged.

The Parents and Citizens' Association (P&C) shares the value of equity.

The enthusiastic P&C works to provide an 'even playing field' for each student and their education process. They articulate support for the vision of the school, communicated by the principal. The P&C help fund the popular family nights each term which are valued by all members of the community, providing the opportunity to break down barriers, share learning and update messages. The P&C executive is enthusiastic regarding future opportunities and articulates a desire to work closely with the school in systematic and meaningful ways to enhance outcomes for students and to support staff.



2.2 Key improvement strategies

Leverage the role of the knowledgeable other to expand and embed the visible learning pedagogy.

Embed a sustainability plan for the Visible Learning project.

Collaboratively explore further methods to strengthen community connections in building cultural competence for all staff and the full range of students.

Collaboratively develop processes to drive implementation of the Numeracy continuum, linked to the AC, to monitor student improvement.