Gundiah State School

Executive Summary

School Improvement Unit

Queensland Government

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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Gundiah State School** from **22** to **23 November 2018**.

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 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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Rosita Lever	Peer reviewer

1.2 School context

Location:	Gundiah School Road, Gundiah
Education region:	North Coast Region
Year opened:	1886
Year levels:	Prep to Year 6
Enrolment:	26
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977
Year principal appointed:	2018 (acting)
Day 8 Staffing Teacher Full-time equivalent numbers:	2.6
Significant partner schools:	Gympie Alliance of Schools, Gympie Mathematics Alliance (GMA) Cluster
Significant community partnerships:	Parents and Citizens' Association (P&C)
Significant school programs:	Daily Rapid Reading (DRR)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two classroom teachers, three teacher aides, Special Education Program (SEP) teacher, cluster Head of Special Education Services (HOSES), nine parents, small schools Business Manager (BM), school cleaner and 11 primary students.

Community and business groups:

- P&C representative and Gundiah Memorial Hall Association representative.

Partner schools and other educational providers:

- Deputy principal Aldridge State High School, junior secondary Head of Department (HOD) Maryborough State High School and regional early years coach.

Government and departmental representatives:

- State Member for Gympie and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018

Investing for Success 2018

School newsletters and website

OneSchool

School data plan

School Opinion Survey

Student ICP documentation

Capability Development Model

Responsible Behaviour Plan for Students

Explicit Improvement Agenda 2018

Strategic Plan 2015-2018

School Data Profile (Semester 2, 2018)

School budget overview

Curriculum planning documents

School differentiation surfboard

Individual Professional development plans

P&C and PBL meeting agendas and minutes

Headline Indicators (Semester 2, 2018 release)

2. Executive summary

2.1 Key findings

Staff members, parents, carers and members of the community speak positively regarding the school's embedded culture of embracing inclusivity.

A culture of inclusivity is apparent across all aspects of the school. Teachers welcome the inclusion of all students in the classroom, including those with diverse learning needs. The principal expresses the importance of engendering a positive and inclusive culture that caters for the needs of all students. Staff members, parents and students articulate that inclusivity is a particular strength of the school and contributes to its positive reputation in the broader community.

Parents and students are extremely satisfied with the education that is provided by the school.

Community members articulate that the school has a 'lovely atmosphere' that encourages involvement from within the wider community. Parents and community members comment on the numerous positive aspects of the school.

The school's principal and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

The development of a whole-school curriculum plan, commencing with core AC priorities has been identified as an area of high priority. The school has some supporting frameworks and programs intended to provide curriculum direction, including a term teaching and learning sequence and minimum weekly numeracy expectations. The principal identifies the need to establish a multi-year school-wide curriculum plan that forms the basis for planning, moderation, assessment and overall curriculum direction.

The principal articulates that reliable student data is vital for improvement of student learning.

Reading data is collected each term. School staff members utilise this data to inform some differentiated teaching practices. The principal articulates that formal time set aside for deep discussions of student learning and assessment data is not yet a focus. The principal outlines a plan to introduce a case management approach whereby an individual student's data and the implications for differentiation are discussed and then documented as the preferred future model.

An enthusiastic and supportive staff pursues occasions to enhance the education of all students.

The school has a documented Annual Implementation Plan (AIP) that has been further refined into an Explicit Improvement Agenda (EIA). The AIP and hence the EIA are focused on the sole priority area of reading. The EIA has 16 improvement strategies outlined as actions to be undertaken to improve student outcomes in reading. The principal articulates that the extent to which all of these actions are understood by staff and embedded in practice is variable.

Staff members are committed to the continuous improvement of their professional practice.

Staff members offer and receive regular, ongoing positive affirmation from each other, the principal and parents. All staff members express that the collegial and supportive environment of the school is one of its strongest features. Staff members outline a desire to enhance their practice. Feedback is currently informal in nature. The principal has developed a comprehensive Capability Development Model for the school that incorporates coaching, observation and feedback, collaborative planning, peer observation, profiling, sharing knowledge and resources and walkthroughs. This model is yet to be fully shared with staff members and implemented.

The principal articulates a commitment to continuous improvement in teaching practices as essential to maximising student learning and teacher development.

Currently, the consistent teaching practice implemented across the school is the use of Sheena Cameron's[1] reading comprehension strategies. Staff members additionally speak of using the Gradual Release of Responsibility (GRR) framework and Explicit Instruction (EI) methodology. Consistent school-wide approaches and understanding of appropriate pedagogical content knowledge is developing. The principal recognises the need to ensure the school's pedagogical framework reflects agreed teaching practices.

Students are engaged in daily events to improve their learning in reading, with teachers describing a range of strategies they use in their classrooms to support this process.

Students begin each day with an expectation that they spend a minimum of 10 minutes reading with an adult, either a staff member or parent. Four times per week students complete comprehension reading activities that are taught using Sheena Cameron's reading comprehension strategies. Four afternoons a week students participate in a buddy reading process with students from different year levels paired for a shared reading time, and participate in the individually targeted Daily Rapid Reading (DRR) program.

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[1] Cameron, S. (2009). *Teaching reading comprehension strategies: A practical classroom guide*. New Zealand: Pearson.

The school utilises Positive Behaviour for Learning (PBL) as a framework for enacting the Responsible Behaviour Plan for Students (RBPS).

The school's expectations of *'Be Safe, Be Responsible and Be Respectful'* are visible throughout the school and form the basis for expectations regarding student behaviour. There is a general sense of confidence and positivity within the whole school community that the PBL implementation has led to high standards of behaviour management in the school. The PBL team meets monthly to review all school behaviour data and inform weekly behaviour focus areas. Staff members acknowledge that the volume of inappropriate behaviour data is limited when it comes time for review as a result of the high levels of positive student behaviour. Staff members support and readily engage with the school's PBL framework.

Members of the school community, parents, staff members and students all display immense pride in the school.

The tone of the school is calm, positive and friendly and parents identify a strong commitment by staff members to support student wellbeing. Students feel well cared for by staff members, and wear their school uniform with pride.

2.2 Key improvement strategies

Prioritise the development of a multi-year school-wide curriculum plan that forms the basis for planning, moderation, assessment and overall curriculum direction.

Provide time and structures for in-depth staff discussions of systemic and school-based achievement data that allow for the development of individualised strategies for continuous improvement of student outcomes.

Maintain the sharp and narrow focus of the current EIA including the process to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired improvements in student learning and performance.

Implement the Capability Development Model to ensure the school observation and feedback process allows for collaborative planning, sharing of best practice, modelling and coaching for all staff members.

Collaboratively develop a pedagogical framework to engage all staff members in agreed consistent teaching practices across the school.