Goondiwindi State School

Executive Summary

**School
Improvement
Unit**

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Goondiwindi State School** from **5** to **7 June 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

Garry Lacey	Internal reviewer, SIU (review chair)
Linda Knight	Peer reviewer
Howard Nielsen	External reviewer

1.2 School context

Location:	George Street, Goondiwindi
Education region:	Darling Downs South West Region
Year opened:	1864
Year levels:	Prep to Year 6
Enrolment:	485
Indigenous enrolment percentage:	20 per cent
Students with disability enrolment percentage:	8.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	902
Year principal appointed:	2014
Full-time equivalent staff:	26.30
Significant partner schools:	Goondiwindi State High School
Significant community partnerships:	Goondiwindi Regional Council, Early Childhood Education and Care (ECEC) providers, Men's Shed, Care Goondiwindi, Local Chaplaincy Committee and support groups and businesses, Indigenous parent and community committee, Police-Citizens Youth Club (PCYC) programs
Significant school programs:	Positive Behaviour for Learning (PBL) and associated programs, MultiLit and Levelled Literacy Intervention (LLI), Oral Language Early Years (OLEY), Chatterbox, Instrumental Music, Junior and Senior Voices

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, deputy principal, master teacher, Head of Special Education Services (HOSES), two Support Teachers – Literacy and Numeracy (STLaN), specialist teachers in Health and Physical Education (HPE), music, Japanese language and technology, Positive Behaviour for Learning (PBL) coach, Indigenous support teacher, 21 classroom teachers, two Special Education Program (SEP) teachers, Business Manager (BM), two administration officers, nine teacher aides, tuckshop convenor and literacy committee members.

Community and business groups:
- Parents and Citizens' Association (P&C) executive, PCYC representative, Indigenous elder, music sub-committee chairperson, Local Consultative Committee (LCC) representative, Macintyre Young Writers' Association president and local community member.

Partner schools and other educational providers:
- Principal local high school, local cluster colleague principal and two representatives of local kindergarten.

Government and departmental representatives:
- Deputy Mayor of Goondiwindi Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Learning and wellbeing statement
Investing for Success 2018	Strategic Plan 2015-2019
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School newsletters and website
School pedagogical framework	School data plan
School reading framework	Positive Behaviour for Learning manual
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The professional culture of the school inspires staff members to exhibit high levels of energy in the work they do in the school.

Staff members speak positively of a strong collegial culture that includes personal and professional support for each other across the school. Teaching staff members seek out the advice and support of school leaders and their peers, and actively look for their input to ensure that student learning and engagement is a priority. Staff members articulate great pride in the work they do in the school and are actively engaged in working in the best interests of their colleagues and students.

School staff members take pride in accepting, supporting and encouraging the learning, and social and emotional development of students.

Staff members demonstrate an understanding of the backgrounds students come from, including those with complex needs and recognise the importance of positive and caring relationships to successful learning. They genuinely commit to working with students and their families. Most students, parents and community members describe the relationships within the school community as caring, trusting and respectful.

Teachers report they value the work they undertake in their Professional Learning Teams (PLT).

Members of the teaching staff are fully committed to working collaboratively to analyse and moderate student work, plan learning activities, track student performance and review outcomes of the effectiveness of teaching and learning. Teachers speak positively regarding the strong collegial and professional support they receive from colleagues in their PLTs. Work undertaken in PLTs is promoting a consistency of practice across the school and enhancing the capability development of the teaching staff.

The school's aspiration for learning is reflected in its motto *'Whatever you do, do well'* and is further underpinned by its slogan *'It's just GREAT at Gundy State!'*.

Staff members recognise that effective management of student behaviour is a priority area for improvement. At the time of the review, most staff members, some parents and students speak of the challenge of maintaining appropriate levels of student behaviour across the school and sustaining classroom environments that are conducive to learning. The school has identified improving behaviour through Positive Behaviour for Learning (PBL) strategies as a priority area for further development. The principal is committed to enhancing the learning culture of the school, with the support of parents and significant stakeholder groups, by strategically planning, implementing and monitoring a broad range of strategies to achieve improved levels of positive behaviour.

The leadership team has identified a number of priority areas for collective focus in 2018 that are articulated through the school's Annual Implementation Plan (AIP).

The focus areas for improvement include maximising the learning of students in reading and numeracy, and enhancing engagement through improved attendance, PBL and school-community partnerships. There is strong 'buy-in' from the teaching team to implement the various elements of the Explicit Improvement Agenda (EIA) in classrooms. Many teachers indicate the agenda is too broad and frequently changing, with more elements being added before they have a genuine opportunity to implement strategies with success in their classrooms. A need to sharpen the EIA to ensure collective focus and energies are directioned into a narrower set of priority areas is apparent.

School leaders and staff members are committed to using reliable data regarding student outcomes to progress the school's improvement agenda.

The school's leadership team gives a high priority to the collection and analysis of systemic and school-based data to enhance their understanding of student outcomes and the range of determining factors that may affect improvement in learning. Teaching staff engage in five-weekly data cycles whereby they meet with colleagues in their PLTs and school leaders to discuss data, particularly in reading. There is an understanding of the importance of building a culture of self-evaluation and reflection across the school that enables deeper discussions of data, identifies starting points for future learning and monitors progress over time.

Members of the teaching team and school leaders express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

The curriculum and assessment framework reflects the intent of the AC, by adopting or adapting Curriculum into the Classroom (C2C) as an organiser for curriculum delivery. The use of this framework in the development and implementation of curriculum units is currently variable. Teachers articulate varying levels of reference to the AC when planning units and many trust the achievement standard will be met by implementing the adjusted C2C or school-developed units. The leadership team expresses the need to continually build the knowledge, understanding and capability of all classroom teachers to construct and adapt curriculum units and assessments with clear alignment to the AC.

School leaders are committed to leading the development of curriculum, teaching and learning at the school.

The leadership team accesses the support of an external consultant and regional personnel and is committed to developing their capability, individually and as a team. The team works alongside teachers to develop curriculum units and provide opportunities for teaching staff to develop their repertoire of practice in priority areas relating to the EIA. It is recognised that school leaders are committed to continually developing their skills as instructional leaders within the school. The principal acknowledges the importance of providing school leaders with ongoing access to a range of professional learning opportunities to enable them to continually enhance their capability development as leaders of learning.

The school's leadership team and staff members work hard to support the needs of the diverse range of students who attend the school.

The principal has undertaken to strategically plan support programs for a large number of students across all year levels. These programs include whole-class, small group and individual support through the dedicated work of support staff and trained teacher aides. This work is enhancing outcomes for the majority of students involved in these programs and is supporting classroom teachers to cater for the learning, social, emotional and behavioural needs of students.

There is a strong belief in the maintenance of school-community partnerships that bring benefits to the school.

The school's leadership team consciously promotes strong links with the community, many of which have become an accepted part of the school's culture. Allied health agencies, education institutions, school chaplaincy, wellbeing agencies, sporting organisations, cultural groups, local businesses, Indigenous organisations, early childhood providers and secondary schools are positively engaged with the school. These partnerships are complementing the work of school staff members in enhancing the learning and wellbeing of students.

2.2 Key improvement strategies

Enhance the learning culture of the school, with the support of parents and significant stakeholder groups, by strategically planning, implementing and monitoring a broad range of strategies to achieve positive behaviour.

Further refine the EIA to have a narrow and sharp focus; utilise data to monitor the effectiveness of implementation and measure success against established school targets.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress overtime, and includes case management processes.

Continue to develop and adapt curriculum units aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders in the school.