

Gin Gin 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 School Improvement Unit (SIU) at **Gin Gin State School** from **11 to 13 September, 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

Darren Marsh	Internal reviewer, SIU (review chair)
Rhonda Jones	Peer reviewer



1.2 School context

Location:	May Street, Gin Gin
Education region:	North Coast Region
Year opened:	1882
Year levels:	Prep to Year 6
Enrolment:	269
Indigenous enrolment percentage:	14.1 per cent
Students with disability enrolment percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	942
Year principal appointed:	August, 2017
Full-time equivalent staff:	24.44
Significant partner schools:	Gin Gin State High School, Wallaville State School, Mcllwraith State School, Maroondan State School, Bullyard State School
Significant community partnerships:	The Mango Tree Child Care Centre, Churches of Christ Care Kolan Gardens Aged Care Service
Significant school programs:	Seven Steps to Writing Success



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, master teacher, Head of Special Education Services (HOSES), Head of Curriculum (HOC)/Support Teacher Literacy and Numeracy (STLaN), 12 teachers, two Special Education Program (SEP) teachers, teacher/librarian, music teacher, Health and Physical Education (HPE) teacher, guidance officer, chaplain, Business Manager (BM), two administration officers, 10 teacher aides, grounds person, cleaner, 28 parents, 89 students and Parents and Citizens' Association (P&C).

Community and business groups:

- Churches of Christ Care Kolan Gardens Aged Care Service and Adopt-A-Cop.

Partner schools and other educational providers:

- Gin Gin State High School principal and The Mango Tree Child Care Centre.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	Extra-Curricular Teacher Roles
OneSchool	School Budget Overview
Professional Learning Plan 2018	Curriculum planning documents
Assessment Targets	School Enrichment Activities Overview
Report Cards	Individual Developing Performance Plans
Assessment Schedule	School newsletters and website
Responsible Behaviour Plan for Students (RBPS)	School Opinion Survey
School based curriculum, assessment and reporting framework	School Pedagogical Framework: Whole School, Class Level, Student Level
School Data Profile (Semester 1, 2018 – including updated Semester 1, 2018)	Lesson Observation and Walk Throughs Overview



2. Executive summary

2.1 Key findings

School staff are committed to improved learning outcomes for students.

Staff members are supportive and collegial in pursuing opportunities to enhance student learning. Teachers articulate the improvements they wish to observe in student academic outcomes. Parents comment that staff members show dedication, commitment and support for students that are strongly valued within the school community.

The school effectively utilises its resources including the physical environment and available human resources to support student learning.

School staff members give priority to understanding and addressing the learning needs of students. Student progress is monitored and tracked to identify learning and wellbeing needs, and resources are applied in a targeted manner. The school grounds are well maintained and cared for. Students, staff and parents display a sense of pride in the school's presentation, with great care taken by the grounds person and school cleaners in ensuring that the grounds and facilities are well prepared and ready for teaching and learning each day.

The school's Responsible Behaviour Plan for Students (RBPS) is based around Positive Behaviour for Learning (PBL).

Students are rewarded with 'Bee Bucks' for displaying positive behaviour regarding the three school rules '*Be Safe, Be Respectful and Be Responsible*'. The delivery of PBL processes and strategies is yet to be consistent. Staff members articulate that they would benefit from reviewing the PBL processes to deliver a consistent approach to behaviour management practices across the school.

An Explicit Improvement Agenda (EIA) exists within the school that supports the school's vision of achieving excellence through the educational opportunities provided for children, including support of students in achieving desired outcomes.

The EIA is reflected in the Annual Implementation Plan (AIP) and outlines the school priority areas of reading, writing and spelling improvement. The leadership team acknowledges the need to have a sharp and narrow focused EIA that aligns to the AIP.

A whole-school curriculum plan that summarises intended units for each learning area to be taught for each year level is developed.

Curriculum into the Classroom (C2C) is utilised as a supporting resource for lesson plans, resources and assessment. The school has developed an anchor chart curriculum organiser as part of the planning process to further support teacher understanding and implementation of the Australian Curriculum (AC). Some teachers are confident in the implementation of the curriculum organiser in the delivery of teaching and learning. The leadership team articulates that this is an area for further expansion and development.



The school's pedagogical framework is based on Marzano's¹ Art and Science of Teaching (ASoT) design questions.

Staff members are committed to using a range of teaching practices to ensure that students are engaged and learning. A number of teachers articulate an understanding of the ASoT approach including related strategies and how they impact on teaching and learning. A consistent approach to the implementation of expected teaching strategies is an area for development.

The leadership team is committed to improving student outcomes through the development of an expert teaching team.

The School Improvement Hierarchy is utilised by the leadership team to inform and monitor school improvement strategies. The leadership team uses the tool in conjunction with school data to identify priority improvement areas. Clarity regarding roles and responsibilities aligned to the EIA is emerging. The principal identifies the ongoing importance of a united and committed leadership team in supporting the EIA priority areas.

There is an active Parent and Citizens' Association (P&C) that fundraises to provide valuable resources for the school.

The P&C works with the principal to collaboratively identify agreed projects towards which they can provide support. The current project of the P&C is to air condition classrooms across the school. The P&C additionally plans to support a number of facility-based projects into the future. The P&C members meet to plan and coordinate fundraising projects and work with the principal regarding activities and strategic directions of the school.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



2.2 Key improvement strategies

Collaboratively review the school's PBL program to develop consistency and alignment in the implementation of whole-school processes for student behaviour to enhance learning outcomes.

Collaboratively review and develop a narrow EIA and improvement strategies aligned to the AIP, including a timeline for implementation, targets and success checks.

Collaboratively review and refine agreed practice for curriculum planning to include Quality Assurance (QA) processes ensuring that the intended curriculum of the AC is enacted in all classrooms.

Collaboratively review the school pedagogical framework to develop whole-school agreed pedagogical practices.

Further develop the leadership team capability to enable consistency and alignment of the EIA improvement strategies to deliver student learning improvement.