

Gayndah State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Gayndah State School** from **8 to 10 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies – the next steps for improvement – to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock

Internal Reviewer, SRR (review chair)

Len Fehlhaber

Internal Reviewer, SRR

1.3 Contributing stakeholders

Consultation



Total of 61 interviews



6 community members and stakeholders



20 school staff



21 students



14 parents and carers

1.4 School context

Indigenous land name:	Wakka Wakka We acknowledge the shared lands of the Wakka Wakka nation.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	113
Indigenous enrolment percentage:	33%
Students with disability percentage:	30%
Index of Community Socio-Educational Advantage (ICSEA) value:	900

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **14 to 16 October 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 905 and the school enrolment was 124 with an Indigenous enrolment of 34% and a student with disability enrolment of 7%.

The key improvement strategies recommended in the review are listed below.

- Embed Positive Behaviour for Learning (PBL) philosophy and practices and build staff members' capability to enhance clarity and consistency in its application. (Domain 3)
- Jointly develop a whole-school inclusion framework that clarifies contemporary inclusion policies and practices, and ensures that the learning and wellbeing needs of all students are consistently addressed. (Domain 7)
- Collaboratively review the school's pedagogical framework, decide on signature high-yield teaching practices, and quality assure the school-wide implementation of the framework. (Domain 8)
- Develop and implement a collegial engagement framework for all teaching staff members to strengthen teaching practices across the school. (Domain 5)
- Develop and implement school-wide processes to ensure the enactment of the planned curriculum is consistent across the school. (Domain 6)

2. Executive summary

2.1 Key affirmations

The school is well established within the local community which draws considerable pride from the school and its achievements.

Students, parents and community members speak positively of the school and the commitment of staff in providing a positive learning environment. Parents proudly describe their connection to the school which has served the local community since 1863. They speak highly of the work of staff in establishing partnerships to enhance learning outcomes.

The principal speaks proudly of the long-term and experienced teaching and support staff committed to improving learning outcomes for students.

Staff are committed to building and maintaining positive and caring relationships between staff, students and parents. Many staff have intergenerational ties to the school. The principal expresses a desire to engender a culture that ensures the best opportunities for every student to realise their learning potential. Students speak highly of the school and describe teachers as kind, engaging and willing to make learning fun. Parents convey appreciation towards staff, describing them as caring and having a full understanding of their child's needs.

Leaders and staff strive to provide all students with access to the curriculum.

Staff express a belief that all students are capable of learning successfully when motivated and given the appropriate support and opportunities to demonstrate their learning. The Head of Special Education Services (HOSES) and guidance officer speak positively of whole-staff processes to record, analyse and respond to the Nationally Consistent Collection of Data on School Students with Disability (NCCD). They explain that 15 minutes during every staff meeting is allocated for teachers to document weekly student notes and reasonable adjustments. They articulate that this ensures clear and accurate Personalised Learning Plans (PLP) are in place and are informing future teachers.

The principal ensures strategic use of human and physical resources to meet students' needs.

Teachers express appreciation for the level of assistance received from teacher aides and specialist staff to support students. The principal articulates that the school invests a significant amount of additional teacher aide hours into supporting teachers and the learning needs of students. This includes teacher aides with expertise in Auslan and attending to students' specific medical needs.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Build the distributive leadership capability across the team to facilitate the enactment and monitoring of improvement actions.

Domain 3: A culture that promotes learning

Collaboratively develop a whole-school approach to student engagement and behaviour to provide consistency of language and processes.

Domain 2: Analysis and discussion of data

Develop systematic opportunities for teachers to collaboratively analyse and discuss data to build data literacy, identify gaps in student learning and inform next steps for teaching and learning.

Domain 6: Systematic curriculum delivery

Develop processes to monitor the implementation of the Australian Curriculum (AC), including moderating student work to strengthen the alignment of teachers' planning and enactment of the AC.

Domain 5: An expert teaching team

Collaboratively develop formal and intentional processes of modelling, coaching, and mentoring, aligned to school priorities to improve teacher capability.