

# Gayndah State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





## Contents

1. Introduction .....	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders .....	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Gayndah State School** from **14 to 16 October 2019**.

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

### 1.1 Review team

John Collins	Internal reviewer, SIU (review chair)
Susan Evans	Peer reviewer
Ian Hall	External reviewer



## 1.2 School context

<b>Location:</b>	Meson Street, Gayndah
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1863
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	124
<b>Indigenous enrolment percentage:</b>	34 per cent
<b>Students with disability enrolment percentage:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	905
<b>Year principal appointed:</b>	2017
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	8.93
<b>Significant partner schools:</b>	Burnett State College
<b>Significant community partnerships:</b>	Gunther Village, Gayndah Meals on Wheels
<b>Significant school programs:</b>	Letters and Sounds, Phonemic awareness, Drumbeat, Growing Generation Gayndah (3G), Positive Behaviour for Learning (PBL)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), nine teachers, guidance officer, Speech Language Pathologist (SLP), four teacher aides, two Business Managers (BM)/office administrators, systems technician, chaplain, three executive members of the Parents and Citizens' Association (P&C), 25 parents, 45 students, groundsman, cleaner and tuckshop convenor.

Community and business groups:

- Two Wakka Wakka Indigenous Elders, community arts facilitator, two volunteers Breaky Box, community reader, Returned and Services League of Australia (RSL), Sporting Schools programs – touch and Australian Football League (AFL), Gayndah swimming pool and Gunther Village nursing home.

Partner schools and other educational providers:

- Principal of Mundubbera State School, principal of Burnett State College and director of Childcare and Kindergarten (C&K) Gayndah Community Kindergarten.

Government and departmental representatives:

- State Member for Callide, Councillor for Division 4 North Burnett Regional Council, Acting Regional Director and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1 2019)
Headline Indicators (April 2019 release)	Curriculum planning documents
OneSchool	School budget overview
School Opinion Survey	Whole school professional learning plan 2019
School pedagogical framework	School annual report 2018
School data plan	School newsletters, website and Facebook
Report card and NAPLAN update Semester 1 2019	Whole school prevention, intervention, extension framework
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students (2014 – 2017)



## 2. Executive summary

### 2.1 Key findings

#### **Staff members, students and parents speak positively of the school culture and learning environment.**

Students, parents and teachers interact in a caring respectful manner frequently referring to the school as their family. School staff members recognise the importance of positive and caring relationships to successful learning and commit to building mutual respect with students and their families. Staff members take pride in encouraging, supporting and enhancing the learning, and social and emotional development of all students who come to the school. Members of the teaching team support students in the teaching and learning process and work hard to develop a sense of belonging for their students.

#### **The school has long been a focal point of this rural town; is well recognised within the community and is the school of choice for most parents.**

The school continues to seek ways to enhance student learning and wellbeing through opportunities to partner with parents, other educational providers, local businesses and community organisations. Members of the wider community are supportive of the school and its endeavours to provide quality educational opportunities for students. Parents speak highly of the school and the way teaching staff members support their child.

#### **Positive Behaviour for Learning (PBL) is being introduced across the school.**

A review of the behaviour plan has commenced, and actions are presently being implemented. Three staff members have completed training and are developing an action plan. Actions that have occurred include the development of a behaviour matrix of expectations with the whole staff, review of data collection and the creation of a PBL team to meet regularly to monitor the implementation of the process. Staff members are positive regarding the actions taken and there is a commitment to implementing PBL practices consistently across the school.

#### **School leaders demonstrate a commitment to differentiated teaching and learning.**

The school has a 'whole-school prevention, intervention, extension framework' that articulates the belief 'all students can learn'. Teachers are yet to be sure regarding the expectations of the Department of Education (DoE) to deliver an inclusive model of support for all students. A whole-school consistent approach to deliver an inclusive framework is yet to be established.



**Staff members are committed to improving the quality of their teaching practices to maximise the impact on student learning.**

Some teachers are able to articulate the pedagogical practices used within their classrooms. They speak of constructing and delivering lessons using the phases of 'I do, We do, You do' in addition to collaborative learning. A degree of inconsistency is apparent regarding the types of pedagogical practices used across the school. The development and implementation of clear, consistent, agreed approaches to teaching practices are yet to occur.

**There is a high level of enthusiasm from staff members to improve their skills to impact positively on student learning outcomes.**

The principal is a regular visitor in classrooms and most teachers are becoming accustomed to this practice. The principal models lessons and provides teachers with release time to observe quality practices in other classrooms. These practices are developing as levels of trust in the process increase. An agreed framework of collegial engagement that supports observation and feedback practices throughout the school is yet to be developed.

**The school has developed a clearly documented and coherent whole-school plan for curriculum delivery.**

The school has five well-functioning classrooms that display evidence of learning expectations for students. These expectations are being guided by Curriculum into the Classroom (C2C) resources and the Australian Curriculum (AC) version 8. Each class has assessment and planning linked to the whole-school plan. The school is yet to develop a Quality Assurance (QA) process to ensure the intended curriculum and enacted curriculum are aligned.

**The principal has a commitment to building a school-wide, professional team of teachers.**

Staff members are grateful for the opportunity to be involved in quality Professional Development (PD) opportunities. Programs and strategies introduced are based on research and are carefully considered to enhance the capability of staff members to deliver effective teaching and learning practices. The principal acknowledges that effectively utilising staff members' expertise and building the capability of all staff members is critical to the implementation of the school's Explicit Improvement Agenda (EIA). There is a high level of enthusiasm from staff members to improve their capability.

**Staff members are committed to improving the quality of their pedagogical practices to maximise their impact on student learning.**

The use of learning walls is an emerging pedagogical practice. The use of these in some classrooms is promoting deep learning and enabling teachers to connect new material to past learning in a specific way. Some teachers indicate that learning walls provide a framework to discuss and demonstrate learning expectations and provide evidence that learning is occurring.





## 2.2 Key improvement strategies

Embed PBL philosophy and practices and build staff members' capability to enhance clarity and consistency in its application.

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.

Collaboratively review the school's pedagogical framework, decide on signature high-yield teaching practices, and quality assure the school-wide implementation of the framework.

Develop and implement a collegial engagement framework for all teaching staff members to strengthen teaching practices across the school.

Develop and implement school-wide processes to ensure the enactment of the planned curriculum is consistent across the school.