School Improvement Unit
Report

Guluguba State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at **Guluguba State School** from **11 to 12 August 2016**. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Fosters Road, Guluguba</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1917</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>6</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>nil</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>nil</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1037</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2011</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>1.2 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Wandoan Prep – Year 10 State School, Miles State School, Grosmont State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>School Centenary Committee, Miles Cluster</td>
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<tr>
<td>Significant school programs:</td>
<td>Ready Reader, Playgroup</td>
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1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director (ARD)
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Teaching principal
  - Classroom teacher
  - Teacher aide
  - Teacher aide/administration officer
  - Six students
  - Parents and Citizens’ Association (P&C) president
  - Groundsman and parent
  - Playgroup parent
  - Two past parents/community members
  - Ready Reader tutor
  - Principal Grosmont State School
  - Principal Miles State High School

1.4 Review team

Peter Cooper Internal reviewer, SIU (review chair)
Susan Cannon Peer reviewer
2. Executive summary

2.1 Key findings

- The school is a hub for social interaction in the local area and makes a significant contribution to the building of social capital in an isolated rural community.

Parents speak of the important role that the school plays in the lives of families and express their high regard for the work of staff members and the contribution staff members make to the education and welfare of students. Parents regard themselves as partners with staff members.

- The school has established an environment which is inclusive, caring and driven by a concern for individual learning and welfare of every student.

This environment is supported by the priority that is given to building mutually respectful relationships between staff members, students and parents. Parents are regarded as partners in their child’s learning. Parents speak positively regarding the culture of the school, the commitment of the staff to their child’s learning and welfare, and to the fact that they are always respected and made to feel welcome when they attend the school.

- The principal and staff members are united and committed to the core objective of improving the learning outcomes for all students in the school.

The principal and staff members are committed to providing a quality education to students in a small, rural and remote school. Challenges, relating to the provision of a broad and rich school experience, are addressed collaboratively and flexibly by staff members. Timelines and monitoring processes are yet to be articulated consistently in all strategic documents.

- A plan for the systematic collection of a range of student outcome data including assessment data, standardised data and quality classroom assessments is developed.

Portfolios of assessments are stored in individual student folders. Links between assessment instruments identified in the ‘Tools, Standards and Targets Framework’ and assessments identified in the portfolio of student assessment cover page are as yet unclear. A consistent approach to the storage and analysis of data to inform next steps for teaching is developing. Staff member skills in data analysis are developing.

- An explicit, coherent and sequenced plan for curriculum delivery across the school is developed.

The curriculum plan makes clear what, and when, teachers should teach and students should learn. Reading, writing, editing and number frameworks formalising school-based practices are yet to be developed.
2.2 Key improvement strategies

- Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, timelines, achievable and measurable targets, monitoring and appropriate budget. Communicate and promote the agenda to the whole school and wider community.

- Collaboratively review the program for the collection and analysis of student data for consistency and relevance.

- Review and align the ‘Assessment and Monitoring Schedule’.

- Continue to build the capacity of staff members in data collection and analysis to improve student learning.

- Develop whole-school frameworks for key priority learning areas.