Guluguba State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Guluguba State School** from **7** to **8 September 2021**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Leah Mullane   Internal reviewer, EIB (review chair)

Thomas Harrington   Peer reviewer

1.2 School context

Location:	Fosters Road, Guluguba
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	8
Indigenous enrolment percentage:	nil
Students with disability:	**Education Adjustment Program (EAP) percentage:** nil
	Nationally Consistent Collection of Data (NCCD) percentage: 12.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982
Year principal appointed:	2011

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, two teacher aides, cleaner, facilities officer, Business Manager (BM), playgroup facilitator, eight students and four parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal Miles State High School and principal Drillham State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2021
School budget overview	School Data Profile (Semester 1, 2021)
OneSchool	Headline Indicators (October 2020 release)
Professional learning plan 2021	Curriculum planning documents
School improvement targets	Staff Roles and Responsibilities
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	Parents and Community Engagement Framework

2. Executive summary

2.1 Key findings

Staff members are committed to building positive and caring relationships with students.

A warm, positive and friendly environment promotes a school-wide commitment to successful learning. Staff members actively build students' belief in their own capability to learn successfully. Staff are united in their belief that the small school, multi-age setting is fostering a positive and supportive individualised learning environment. This is reflected in the supportive interactions between staff members and students. Parents express appreciation for the individualised relationships that exist within the school.

A strong culture of mutual trust and respect amongst staff members and school leaders is apparent.

Staff members articulate a strong collegial culture that is based on respectful and caring relationships. Teacher aides articulate they have good working relationships with teacher colleagues. Staff members express the belief that they are a united team, committed to improving learning outcomes for all students. There is a commitment and enthusiasm from all staff to further improve their own practice. Many staff members express that working with supportive colleagues helps support their personal and professional wellbeing.

Staff members are committed to the ongoing improvement of the school.

Spelling is articulated by the principal as the 2021 Explicit Improvement Agenda (EIA). This was developed collaboratively with staff through the review of school data. Staff members articulate spelling as the EIA, and describe the actions enacted within the classroom to support this improvement priority. The school's spelling program was developed to support student understanding of spelling and to cater for individual needs within this priority area. An action plan outlining the strategies for implementation of the EIA with clear timelines and staff accountabilities is yet to be developed.

The principal is dedicated to supporting the capability development of staff members.

The school's professional learning plan includes the range of Professional Development (PD) opportunities offered to staff throughout the school year. This includes mandatory training, first aid, cluster moderation, asbestos and chemical training, and finance and budget training. Staff members indicate that they have participated in some PD in the teaching of spelling. Staff members express a desire for ongoing professional learning opportunities in relation to teaching and learning within the school environment. Regular collaborative professional learning opportunities for all staff members within the school, that align to the school's EIA and Performance Development Plans (PDP), are yet to be implemented.

The principal recognises the importance of data collection in understanding student needs and determining starting points for learning.

The school's Data Literacy Plan 2021 outlines the range of data that is collected for students and when it is collected. Informal data conversations occur regularly within the classroom and during lunchtime discussions. Staff members discuss individual students, how they are progressing, and their individual needs. Some strategies to support students' learning are discussed for implementation. Formal data discussions to analyse trends and review effectiveness of teaching strategies are yet to be implemented.

Staff members articulate dedication to providing an engaging and challenging learning environment for students.

Teachers plan their units based on a range of curriculum resources as outlined within the whole-school plan. Some teachers utilise a unit planning template to unpack the Curriculum into the Classroom (C2C) units. Some teachers take the C2C units, review the assessments, and then determine other resources that may support student learning. Some teachers make notes for the sequence of delivery within daily and weekly plans. Unit planning expectations, including the documentation of aligned Australian Curriculum (AC), differentiation, associated pedagogies and sequence of delivery are yet to be consistently implemented across all learning areas.

Staff members articulate the importance of high quality teaching and learning strategies in supporting student learning.

The school has a documented pedagogical framework that outlines for teachers the expected practice and strategies for teaching and learning. The pedagogical framework documents the expected strategies and practices aligned to Explicit Instruction (EI). The 16 elements of EI are utilised as key pedagogical strategies in scaffolding classroom learning experiences for students. Teachers engage in regular informal discussions in relation to pedagogical approaches and strategies. Understanding of the approaches and strategies included within the pedagogical framework is yet to be clearly articulated by teachers. The principal expresses a desire to provide regular formal opportunities for the collaborative discussion of pedagogical approaches enacted within classrooms.

A culture of belonging, community, partnerships and trust is apparent across the school.

The tone of the school is positive with members of the school community displaying a sense of pride and belonging. The principal is a visible leader of this culture and has led the creation of a welcoming and supportive community. The school views parents and families as integral members of the school community and partners in student learning. The school builds partnerships with parents, families and cluster schools. It is acknowledged by the wider community that the school is a centre for community celebrations. Staff and students openly comment 'We love our school'.

The school has a highly active, hardworking and dedicated Parents and Citizens' Association (P&C).

The P&C works in conjunction with the school to fund and support activities that are for the improvement of student learning. Fundraising events are conducted each year to raise money to support the school and P&C initiatives. These include catering for major school events, hiring of P&C members to provide labour at other community events, and the organisation of ticketed and registered events. The P&C contributes to the school each year to fund and support programs, camps and other school initiatives. The principal considers feedback from parents during P&C meetings as important to informing improved practices at the school.

2.2 Key improvement strategies

Develop an action plan for the implementation of the EIA with clear strategies within set timelines, and that outlines roles, responsibilities and accountabilities for all staff members.

Review the school's professional learning plan to provide regular opportunities for all staff members to engage in collaborative professional learning within the school, aligned to the EIA and PDPs.

Strengthen staff capability in data literacy through formal opportunities for data analysis discussions, reviewing trends in student achievement and reflecting on the effectiveness of teaching and learning strategies.

Collaboratively develop agreed expectations for unit planning processes with AC alignment, differentiation strategies, links to pedagogical approaches and a sequence of delivery.

Build teacher capability in understanding and implementing the school's agreed pedagogical approaches.