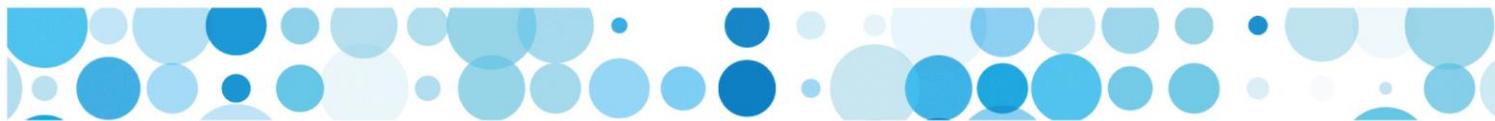


Goomeri State School (P–10)

Executive Summary



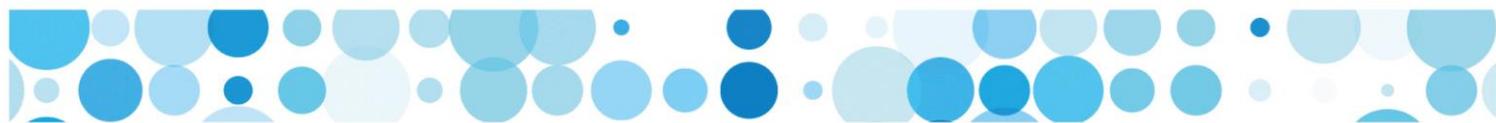


Acknowledgment of Country

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.

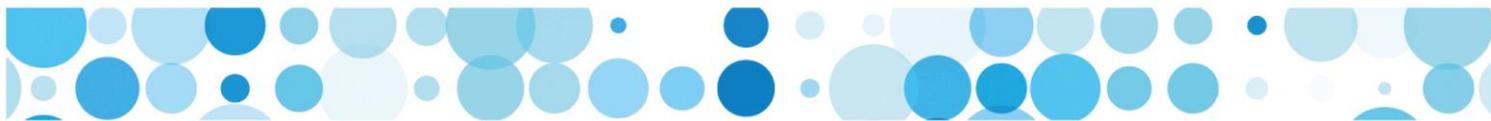
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Goomeri State School (P-10)** from **13th August 2019 to 15th August 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 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](#).

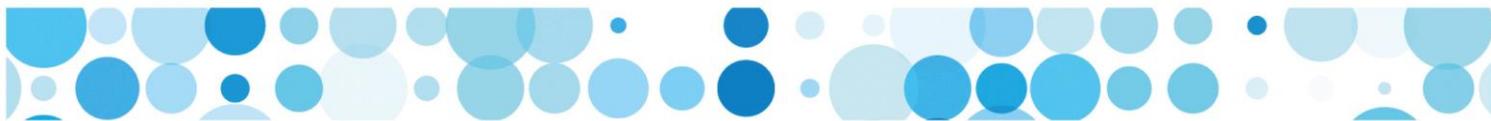
1.1 Review team

Alan Smith	Internal reviewer, SIU (review chair)
Sean Maher	Peer reviewer
Ian Griffith	Peer reviewer



1.2 School context

Location:	Munro Street, Goomeri
Education region:	Darling Downs South West Region
Year opened:	1912
Year levels:	Prep to Year 10
Enrolment:	149
Indigenous enrolment percentage:	17.9 per cent
Students with disability enrolment percentage:	4.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	933
Year principal appointed:	2008
Day 8 staffing teacher full-time equivalent (FTE):	13.19
Significant partner schools:	Barambah Cluster Schools — Murgon State High School, Murgon State School, Cherbourg State School, Proston State School P–10, Moffatdale State School, Cloyna State School, Winderera State School, Wheatlands State School
Significant community partnerships:	Goomeri & District Show Society, Goomeri/Murgon Sub-Branch of the Returned Services League (RSL)
Significant school programs:	Reading Club, Putting Faces on the Data, Torture Time, Mental Maths, Get Set for Prep



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), 18 teachers, Parents & Citizens' Association (P&C) treasurer and vice president, three ancillary/administrative staff, seven teacher aides, 22 students and 11 parents.

Community and business groups:

- Representative from Goomeri & District Show Society and representative from Goomeri/Murgon Sub-Branch of the RSL.

Partner schools and other educational providers:

- Principal of Proston State School and deputy principal of Murgon State School.

Government and departmental representatives:

- ARD.

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)	School budget overview
OneSchool	Staff handbook
School improvement targets	Framework for the Teaching of Reading
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School P–10 curriculum, assessment and reporting framework	School C2C Adaption Planner (incorporating Different Surfboard)
School Opinion Survey	



2. Executive summary

2.1 Key findings

A cheerful and respectful attitude pervades the school community.

Parents, school leaders and teachers collaborate in collegial and supportive ways to create an inclusive environment that works to meet the learning needs of all students. There is a sense that all students will be cared for and supported in their learning and wellbeing.

The school has developed and is enacting a coherent, sequenced plan for curriculum delivery.

Staff acknowledge the value of focusing attention and energy on priority curriculum areas. Teachers articulate a shared commitment to ensuring that all students are proficient in basic reading, spelling and mathematical skills across all year levels.

The school is actively participating in a range of partnerships within the community to support learning opportunities and to enhance student wellbeing.

Community organisations speak highly of the relationships formed with the school. Parents particularly acknowledge the effective 'Get Set for Prep' program that supports their child to successfully transition to Prep.

School leaders are united in their commitment to improving learning outcomes for all students.

The school has a strong improvement agenda, the focus of which for 2019 is reading comprehension, writing, higher order thinking and junior secondary. All teachers readily identify reading as the key priority area for the school. Many teachers additionally articulate writing. Some staff express a desire to further narrow the scope of the Explicit Improvement Agenda (EIA) in order to embed successful practices and routines across the school.

Parents, school leaders and teachers collaborate in collegial and supportive ways to create an inclusive environment that works to meet the learning needs of all students.

The principal articulates that the school is well positioned to capitalise on its positive learning culture – behaviour, effort and attendance, and expresses a desire to attain even higher standards of academic learning outcomes in all year levels. These sentiments are supported by some teachers and some parents.

Clear expectations regarding the use of effective teaching strategies are communicated by school leaders.

A consistent lesson structure is apparent in most classrooms. Conversations with some teachers indicate that links between the school's priorities and the suite of available strategies in the pedagogical framework are yet to be clearly understood.

**A culture of collegiality exists at the school.**

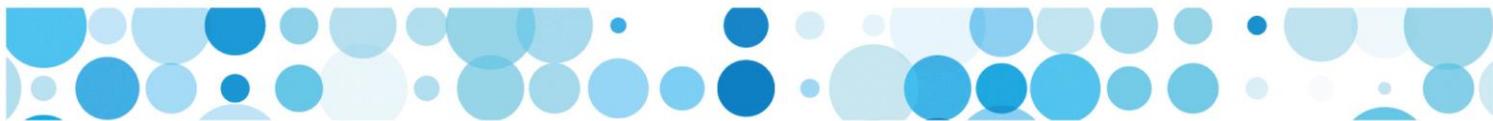
It is common for teachers to share resources in addition to actively participating in calibration and moderation activities at the school. On occasions, teachers are provided coaching and mentoring opportunities offered by school leaders. Staff members indicate that they are comfortable with this process and welcome more opportunities to receive feedback on their teaching practices.

Staff members speak of the desire to make every student feel comfortable and safe.

The principal is considering introducing a process for individual student case management to ensure that students are supported appropriately and systematically, through data-informed decision making. This process is yet to be fully developed.

School leaders allocate resources in a considered way.

The learning and wellbeing needs of students are central to the related decision-making processes. The school has a range of initiatives, programs and practices that are resourced and in place to support students. The allocation of staff is carefully considered to support the learning needs of students. This has resulted in one draft of each year level across the school and no composite classes. Parents articulate high levels of satisfaction in relation to class sizes at the school.



2.2 Key improvement strategies

Collaboratively refine and focus the EIA to promote consistency of practice and sustainability of impact.

Collaboratively develop a strategic approach aimed at enhancing academic learning outcomes for all students with a particular focus on high ability students.

Establish a systematic and consistent approach to embedding signature pedagogical strategies across the school.

Devise and implement a systematic approach to collegial engagement, including coaching and mentoring, and models of feedback.

Collaboratively establish, implement and quality assure school-wide data-informed individual case management processes for students requiring learning support or extension.