School Improvement Unit
Report

Goomeri State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Goomeri State School from 31 August to 2 September 2015. 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

Location:	Munro Street, Goomeri
Education region:	Darling Downs South West
The school opened in:	1912
Year levels:	Prep to Year 10
Current school enrolment:	134
Indigenous enrolments:	21.6 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	935
Year principal appointed:	2007
Number of teachers:	14
Nearby schools:	Murgon State High School, Kilkivan State School, Moffatdale State School.
Significant community partnerships:	Goomeri Pumpkin Festival, Goomeri Show Society, Goomeri Chamber of Commerce, Goomeri Returned and Services League (RSL)
Unique school programs:	Reading Club, Torture Time/Mental Maths, Get Set for Prep, Speech Language Program, TEAM – Together Everyone Achieves More

1.3 Review methodology

The review was conducted by a team of three 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

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    o Principal

    o Learning support teacher and Head of Curriculum (HOC)

    o 12 classroom teachers

    o Six teacher aides

    o Business Services Manager (BSM) and administration officer

    o Eight student leaders and approximately 80 students

    o Parents and Citizens' Association (P&C) president and 15 other parents

    o Member of the Legislative Assembly - Jeff Seeney

    o Head of Department from Murgon State High School

    o Two school cleaners

    o Groundsperson

    o Guidance officer

1.4 Review team

Shona McKinlay	Internal reviewer, SIU (review chair)
Kristy Walton	Peer reviewer
Paul Herschell	External reviewer

2. Executive summary

2.1 Key findings

- The tone of the school reflects a school-wide commitment to student achievement, characterised by caring and positive relationships.

  Staff, parents and students interviewed spoke positively of relationships across the school community being central to the school's ethos. Interactions between staff, students and families are respectful, polite and inclusive.

- The school has established informal partnerships with families, local businesses and community organisations with the express purpose of improving outcomes for students.

  The school has identified community needs where no organisations exist and where partnerships further afield were not suitable. An example of this is the development of the school organised and operated Get Set for Prep program. This program brings a significant number of pre-Prep children and their families into the school as there are no early childhood providers in the community. It provides rich transition experiences and builds community confidence in the school.

- There is clear evidence of school-wide commitment to the success of every student.

  The school has identified six key priorities as part of the implementation of its four year strategic plan. Teachers are able to identify a range of key priorities. As yet, there are no consistently applied school-wide implementation strategies or specific targets for improvement.

- The school has a published curriculum plan that provides an overview of how units of work relate to the Australian Curriculum content descriptors.

  There is limited opportunity for staff to collaborate to ensure alignment of curriculum in order to guarantee continuity and progression of learning across Prep to Year 10. Teachers articulate need for a greater understanding of the Australian Curriculum content descriptors and achievement standards and how individual teacher planning brings together a coherent, sequenced plan for curriculum delivery.

- The school has a published pedagogical framework.

  There is a clear expectation that teachers use explicit teaching, however, there is a lack of clarity regarding the non-negotiable elements associated with the pedagogical framework and classroom implementation. Teachers report that they value the focus on the 16 elements of Explicit Instruction, Archer and Hughes[1], through the implementation of peer observation and some teachers report the process is developing their pedagogical practices.

- The school endeavours to utilise human and physical resources to address student needs.

  Targeted use of personnel is evident. Recent staff changes have affected the way learning support and Students with Disability (SWD) allocations have been used and the clarity regarding the roles of staff responsible for supporting students with disability. Teacher aides are deployed in classes to support the school's reading program and students with disability.

- There is evidence that the principal and other school leaders view reliable and timely student data as essential to the effective leadership of the school.

  The Head of Curriculum (HOC) conducts school-wide data analysis of systematically collected data on student outcomes. Teaching staff are provided with some opportunities to develop data literacy. There is limited evidence of regular and systematic engagement in deep conversations between school leaders and teachers about strategies for the continuous improvement of student outcomes.

- School leaders encourage teachers to tailor their teaching to student needs and readiness.

  Class teachers develop differentiation through their Curriculum into the Classroom (C2C) Adaptation Planner with particular attention to students' needs at and below year level standards. Most teaching staff use a range of teacher designed strategies to differentiate pedagogy and adjust curriculum delivery in their classrooms.

- School leaders and teachers welcome the opportunity for a strong focus on instructional leadership.

  While there is evidence of teachers sharing and reflecting on practice within the school, the need for a systematic whole-school approach to building collective capacity for teaching has been identified.

---

[1] Archer, A.L. and Hughes, C.A. (2011). *Explicit Instruction: Effective and Efficient Teaching,* Guilford Press, New York, USA.

2.2 Key improvement strategies

- Create an explicit improvement agenda with a sharp and narrow focus based on data and consultation. Embed the school improvement agenda to ensure it is consistently implemented across all year levels.

- Develop, implement and monitor a coherent, sequenced curriculum plan that ensures consistent teaching and learning expectations and clear reference for monitoring learning across the year levels.

- Revise the school's pedagogical framework and provide teachers with clarity regarding the non-negotiable elements associated with the pedagogical framework and classroom implementation.

- Collaborate with regional personnel regarding the deployment of staff and additional resources to ensure the needs of all students are being met, with a particular focus on SWD and learning support.

- Establish a culture where teachers analyse and interpret data to inform their teaching.

- Provide staff with professional development opportunities to build a better understanding of differentiation, adjustments and extension so teachers can tailor classroom activities to levels of readiness and need.

- Implement a consistent, school-wide process of instructional leadership, focusing on consistency of practices across all classrooms, explicit feedback to teachers and monitoring teacher development over time.