

Gympie East State School

Executive Summary





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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 **Gympie East State School** from **18 to 20 September 2018**.

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 consider 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](#).

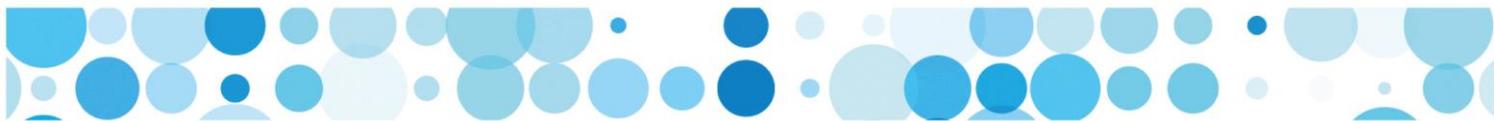
1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Elizabeth Salmoni	Peer reviewer



1.2 School context

Location:	Cedar Pocket Road, Greens Creek
Education region:	North Coast Region
Year opened:	1965
Year levels:	Prep to Year 6
Enrolment:	142
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982
Year principal appointed:	2017
Full-time equivalent staff:	12
Significant partner schools:	Gympie State High School, Cooloola District Cluster including Kia Ora State School, Rainbow Beach State School, Wolvi State School, Small Schools District Cluster including Two Mile State School, Monkland State School, Amamoor State School, Widgee State School
Significant community partnerships:	Barambah Outdoor Education Centre, Gympie District Landcare, local cafés, Gympie Library
Significant school programs:	Daily Rapid Reading (DRR), Gympie Mathematics Alliance, Gympie Community Gardens program, Science, Technology, Engineering and Mathematics (STEM) program, instrumental music, strings, rock band, learning support, interschool sport



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Small Schools Business Manager (BM), guidance officer, seven teachers, Language Other than English (LOTE) teacher, physical education teacher, music teacher, Special Education Program (SEP) teacher, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), six teacher aides, garden program coordinator, two cleaners, tuckshop convenor, school council representatives, Parents and Citizens' Association (P&C) representatives, grounds officer, student council representatives, 21 parents and 47 students.

Community and business groups:

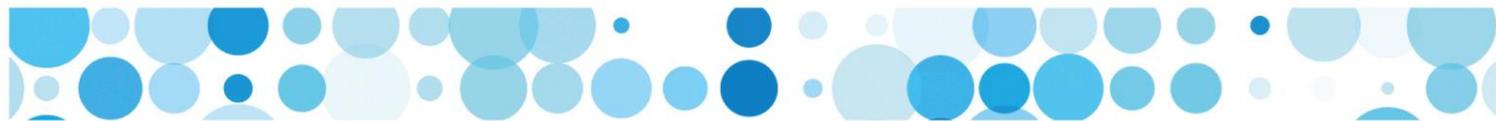
- Gympie Library, Coffee Barn Café, SoMa SoMa café and Gympie Community Garden representative.

Partner schools and other educational providers:

- Gympie State High School, principal Rainbow Beach State School, principal Barambah Outdoor Education Centre, and North Coast Region Principal Education Advisor – Australian Curriculum (PEA-AC).

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 1, 2018)
Headline Indicators (Term 1, 2018)	School budget overview
OneSchool	Curriculum planning documents
Teaching and Learning Calendar 2018	Responsible Behaviour Plan for Students
2018 Targets	Annual Professional Development Plans
School Pedagogical Framework	School newsletters and website
Assessment and Target Schedule	School Opinion Survey
Staff Meeting minutes	Gympie East State School Garden Program
Getting Ready for Prep in 2019 plan	Classroom Learning Walk Observation template
Whole-school curriculum, assessment and reporting plan	NCR Curriculum Delivery Small Schools English Planning Plan
Gympie East State School Learning Support / Special Needs Process	Explicit Improvement Agenda and School Improvement Priorities 2018
Gympie East State School Moderation Process	Gympie East State School 2019 Parent Handbook
Gympie East State School Staff Induction Manual 2018	Gympie East State School Numeracy Inquiry Planner



2. Executive summary

2.1 Key findings

A school vision of ‘whatever it takes’ is aligned to the school’s aim of producing well-rounded, respectful, global citizens and underpins the school’s purpose.

All school staff are united and committed to the improvement of learning outcomes for students. The united purpose of staff to student learning and success is highly apparent. The vision is promoted across the school and is regularly communicated by staff as the ‘*East Way*’.

The school presents as a positive learning environment for all stakeholders to work and learn within.

Staff members demonstrate a clear understanding of the importance of positive and caring relationships to successful learning. Respectful relationships are apparent and articulated by all staff, students and community members. Respectful behaviours and a positive demeanour are clearly modelled by the principal and staff members. These similar qualities are observed in students’ actions as they move around the school.

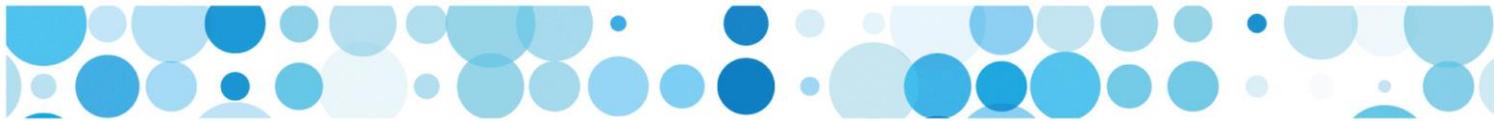
An Explicit Improvement Agenda (EIA) exists within the school and is reflected in the Annual Implementation Plan (AIP).

The EIA outlines the school priority areas as numeracy, monitoring reading, and Science, Technology, Engineering and Mathematics (STEM). The leadership team utilises the school improvement hierarchy and whole-school data to identify and develop the EIA, including improvement strategies. Regular teacher discussion and review of school-wide targets to measure successful learning are developing. Processes to closely monitor the implementation of the school’s EIA in terms of student outcomes and progress towards aspirational school targets are emerging. All school staff are united and committed to the improvement of learning outcomes for students.

The school utilises a regionally developed small school pedagogy framework.

The framework is designed for the learning areas of English and mathematics and incorporates a set of expected pedagogical practices in the areas of curriculum intent, assessment, teaching and learning, making judgements and feedback. The school draws on research and best practice including Pearson’s¹ Gradual Release of Responsibility (GRR). Staff members indicate that they predominantly utilise some components of the GRR model. The leadership team articulates that the development of agreed whole-school pedagogical approaches is an area for development. Teachers recognise the value of a consistent approach to pedagogical practices across the school.

¹ Pearson, P. D., & Gallagher, G. (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology*, 8(3), 112-123.



The school holds the expectation that all teachers are committed to improving their teaching to enhance student learning outcomes.

Teachers speak positively of the support and collegiality that exist across all areas of the school. The leadership team articulates that the development of a mentoring, coaching and peer observation and feedback model is an area to develop to support ongoing professional teacher learning.

The school has an explicit, coherent and sequenced plan for curriculum delivery that is driven by the Australian Curriculum (AC).

The plan utilised by the school is developed by the Gympie Small School cluster and is known as the Small School Curriculum Delivery Tool. The principal articulates that the development of a Gympie East State School (GESS) whole-school Curriculum, Assessment and Reporting Framework (CARF) that includes the school's agreed reading, writing, spelling and mathematic programs is an area for further development.

The school has a strong reputation across the wider community as a provider of quality education for students across all year levels.

Members of the school community, parents, staff members and students all demonstrate enormous pride in the school and the focal point that it plays in the education of students. The school has developed ongoing and valued partnerships with local businesses and community organisations. Each of these partnerships has improved learning opportunities and outcomes for students. The Parents and Citizens' Association (P&C) is highly committed to the school, and provides financial support to purchase resources and assist with school facility upgrades. Community members openly speak of the school as being a hub within the community.

The school has a strong environmental and sustainability program that is widely endorsed and supported by the local community.

The program, known as the 'Garden Program', is coordinated by a staff member at the school and comprises three components, including the garden, community partnerships and the environment. Each of the components includes a range of strategies and links to the AC. The school places a high priority on implementing the locally relevant program that builds on the strengths of students from within the semi-rural community. Parents and community members speak highly of the engagement of students, volunteers and local organisations in the program.



2.2 Key improvement strategies

Review and further develop the school's sharp and narrow EIA focus including the regular refinement and communication of targets, evaluation of strategies, success checks and timelines for implementation.

Collaboratively review the school's pedagogical framework to establish the agreed whole-school pedagogy.

Explore opportunities to grow a peer observation, coaching and feedback model between teachers.

Develop a whole-school CARF, using the small school curriculum delivery resources, that includes the school's agreed reading, writing, spelling and mathematics programs.