# Gowrie State School

## Executive Summary

**School Improvement Unit**

Queensland Government

# Contents

# 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Gowrie State School** from **26** to **28 June 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

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| John Bosward | Internal reviewer, SIU (review chair) |
| Jo Sinclair-Jones | Peer reviewer |
| Gary Lynn | Peer reviewer |

## 1.2 School context

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|---|---|
| **Location:** | Old Homebush Road, Gowrie Junction |
| **Education region:** | Darling Downs South West Region |
| **Year opened:** | 1878 |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 185 |
| **Indigenous enrolment percentage:** | 9.2 per cent |
| **Students with disability enrolment percentage:** | 2.2 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 1003 |
| **Year principal appointed:** | July 2016 |
| **Full-time equivalent staff:** | Teaching staff: 10.6<br>Non-teaching staff: 7.9 |
| **Significant partner schools:** | Meringandan State School, Kingsthorpe State School, Geham State School, Wilsonton State High School |
| **Significant community partnerships:** | Parents and Citizens' Association (P&C), Gowrie Junction Progress Association, Kingsthorpe Country Women's Association (CWA) Branch |
| **Significant school programs:** | Gowrie 5R's plan (You Can Do It! (YCDI), Respectful Relationships, Zones of Regulation, Growth Mindset), whole school vocabulary plan, whole school reading plan, Parent and Community Engagement (PaCE) framework, SWANS (Students With Additional Needs), Reconciliation in Queensland Schools, Transition Program (Prep and junior secondary), Leading Collaborative Learning: Professional Learning Plan, Spelling Program |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, teaching and learning coach/special education teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, 12 teachers, 33 students, five teacher aides, 27 parents, Business Manager (BM), two cleaners, administration officer, schools officer, tuckshop convenor and occupational therapist.

Community and business groups:
- P&C president, vice president, secretary and treasurer, and Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:
- Principal Wilsonton State High School, principal Meringandan State School, principal Kingsthorpe State School and principal Geham State School.

Government and departmental representatives:
- ARD.

## 1.4 Supporting documentary evidence

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|---|---|
| Annual Implementation Plan 2018 | Explicit Improvement Agenda 2018 |
| Investing for Success 2018 | Strategic Plan 2015-2018 |
| The Gowrie 5 R's Plan | School Data Profile (Semester 1, 2018) |
| OneSchool | School budget overview |
| Professional learning plan 2018 | Curriculum planning documents |
| School improvement targets | Gowrie SS Reading Plan |
| School pedagogical framework | Professional development plans |
| Gowrie SS Data Road Map | School newsletters, website, Facebook Page |
| Responsible Behaviour Plan | School Opinion Survey |
| Headline Indicators (Term 1, 2018) | Gowrie SS Annual report |
| Gowrie SS Parent and Community Engagement Framework | Gowrie SS Parents and Citizens 2018 Vision Plan |
| School based curriculum, assessment and reporting framework | |

## 2. Executive summary

### 2.1 Key findings

**The aspiration of 'at least one year's growth for one year's schooling for every student' is apparent in the actions of the school community.**

There is a positive, inclusive culture across the school. Teaching practices reflect the understanding that students are at different stages in their learning and progress at different rates. Staff members indicate a strong belief that all students are capable of learning successfully when motivated and given appropriate learning opportunities and necessary support.

**The school community is welcoming, with positive and caring relationships between students, staff members and parents.**

There is a strong sense of belonging in the school and appreciation by staff members, parents and students for the school's high expectations for learning effort and behaviour. Many parents and members of the wider community express the view that the professionalism and dedication of staff members are strongly valued within the community.

**The school clearly demonstrates a high priority for student, staff members and community wellbeing.**

The school maintains a learning environment that is safe, respectful, and inclusive. Learning environments are inviting, well-presented and orderly. Specifically purposed learning areas add to the opportunities for students. The general school environment is maintained to a high standard and reflects a strong sense of purpose and wellbeing.

**The leadership team has clearly identified the Australian Curriculum (AC) as the future basis for planning and implementing units of work.**

The school has developed a whole-school curriculum plan. The plan draws from the Curriculum into the Classroom (C2C) units of work. The school has commenced work on moving from C2C to the AC. Teacher knowledge and understanding of the AC varies across the school.

**Teachers utilise assessment tasks and Guides to Making Judgements (GTMJ) from the C2C units.**

Some C2C assessment tasks and modelled responses are modified for students. Quality Assurance (QA) processes to ensure the rigour and intent of the AC is enacted in every classroom are yet to be apparent.

**The principal and school leaders view the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.**

Staff member capability building is supported through some observation and feedback cycles and classroom 'walk and talks' by school leaders. Staff members are encouraged to visit each other's classrooms. There is some evidence of informal mentoring relationships existing between teaching staff members. Regular observation and feedback regarding teaching practices, in conjunction with coaching and mentoring opportunities related to the EIA, are identified as areas for continued development.

**The principal and other staff members clearly articulate the belief that the effective use of student achievement data is essential to the school's improvement agenda.**

Teaching staff members report having access to a range of data in relation to student achievement and are able to utilise it to determine individual, class and cohort progress. The data literacy skills of teaching staff members are variable across the school. School leaders give a high priority to the Professional Development (PD) of staff members aimed at building data literacy skills.

**School leaders, teachers and students are able to discuss how data is influencing teaching and learning decisions and considerations.**

Teachers collect a range of student achievement data to monitor student progress and evaluate the effectiveness of teaching programs relating to curriculum units. The majority of classroom data collections are summative in nature. The effective utilisation of data aligned to formative assessment to inform teaching practice across the school is not yet apparent.

**The school grounds and gardens are neat and well presented, providing an attractive and inviting school environment.**

Ancillary staff members take pride in their work to maintain the school environment. Students, staff and community members display a strong sense of pride in their school. Teachers present their classrooms as inviting places in which to learn. Students, parents and staff members demonstrate a strong feeling of 'belonging' in the way they speak of the school.

## 2.2 Key improvement strategies

Engage teachers in collegial school processes that enable teachers to develop a deep understanding of the AC.

Ensure curriculum programs and assessments tasks are quality assured to maintain the intent and rigour of the AC.

Create regular opportunities for teachers to engage in a broad range of professional learning activities including working in collegial teams and engaging in coaching and mentoring to improve their professional practice.

Continue work to upskill teachers in the meaningful use and analysis of data to inform teaching practice.

Support staff in effectively planning and using formative data sets to identify and implement appropriate teaching responses.