School Improvement Unit
Report

Gympie Central State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Gympie Central State School from 25 to 27 May 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Lawrence Street, Gympie</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast Region</td>
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<tr>
<td>The school opened in:</td>
<td>1869</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>239</td>
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<td>Indigenous enrolments:</td>
<td>12 per cent</td>
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<td>Students with disability enrolments:</td>
<td>4 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>938</td>
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<tr>
<td>Year principal appointed:</td>
<td>2011</td>
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<tr>
<td>Number of teachers:</td>
<td>10 classroom teachers</td>
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<td>Nearby schools:</td>
<td>Gympie West State School, One Mile State School, Gympie South State School, St Patrick’s Catholic Primary School</td>
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<td>Significant community partnerships:</td>
<td>Gympie Community Church (Breakfast Club), Uniting Church Day Care Centre, Indigenous playgroup, Gympie State School Alliance</td>
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<td>Unique school programs:</td>
<td>Whole school activity rotation afternoon, Robotics program operating in conjunction with teachers at Gympie State High School, Art and craft classes at lunch time</td>
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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:
  - Principal and leadership team
  - 13 classroom and specialist teachers
  - Five teacher-aides
  - Four non-teaching staff
  - Ten student leaders
  - Seven parents
  - Guidance officer
  - Advisory visiting teacher - behaviour
  - Three local school principals
  - Three community representatives
  - Chaplain

1.4 Review team

Michelle D’Netto  Internal reviewer, SIU (review chair)
Lesley Vogan     Internal reviewer, SIU
Carmel Ryan      External reviewer
2. Executive summary

2.1 Key findings

- The school is developing a culture that promotes learning.

The implementation of Positive Behaviour for Learning (PB4L) has contributed to the positive school tone and members of the community recognise that the school has developed a safe environment in which teachers can teach and students can learn. There is a sense of belonging and optimism in the school and staff members work hard to create classrooms that invite meaningful learning.

The school is endeavouring to create a culture of high expectations and to engage all families in their child’s learning.

- The school has a broad improvement agenda.

The school has made an effort to understand current student achievement levels and staff are committed to improving the learning outcomes for students at the school.

The school's improvement agenda has four main priorities which are writing, problem solving, establishing learning goals and PB4L. However, the Gympie Central Action Plan 2015 outlines an extensive list of priorities for the year. Targets and timelines for improvements are not specific.

- The school leaders recognise that effective teaching is the key to improved student outcomes.

Pedagogical practices have been based on two theoretical frameworks, the Art and Science of Teaching (ASoT) and the Gradual Release of Responsibility. These are communicated in the school action plan but as yet not embedded in practice. There is inconsistency of practice in classrooms. The school is targeting routines and learning goals from ASoT.

A coaching, mentoring and feedback culture is being developed to build consistency of practice.

- School leaders are committed to success for all students and encourage all teachers to differentiate their teaching to address the learning needs of students.

All teaching staff have access to a broad range of data and analysis of this data is used to inform their classroom ability groupings. Some teachers are endeavouring to use learning goals as a mechanism for student differentiation. Time is set aside for staff discussion of achievement data.
• **Curriculum into the Classroom (C2C) is adopted and adapted.**

All teachers use C2C to plan. There is some cross-checking against the Australian Curriculum. Processes for planning and the delivery of the curriculum vary across the classrooms.

• **The school uses its resources to improve student outcomes.**

Planning is in place to align the distribution of these resources to the systematic analysis of the needs of students.

There is awareness that a succession strategy will be needed for the change over from National Partnership funding.
2.2 Key improvement strategies

- Sharpen the focus of the school improvement agenda. Establish explicit and clear school-wide targets for improvement expressed in terms of measurable student outcomes and with accompanying timelines. Communicate the agenda with the whole school community using a variety of formats to suit local needs.

- Establish clarity around planning processes and pedagogical practices. Monitor these priorities through a formal process of coaching and giving feedback to teachers.

- Develop the capacity of all staff members in the analysis, interpretation and use of classroom data to inform future action.

- Explore strategies to create high levels of community connectedness by engaging parents as integral members of the school community.

- Ensure that the allocation of human resources is sustainable and aligned to school priorities to deliver the desired results.