Gaven State School

Executive Summary

School Improvement Unit

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Gaven State School** from **24** to **27 July 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Maree Mortlock	Peer reviewer
John Enright	External reviewer

1.2 School context

Location:	Universal Street, Oxenford
Education region:	South East Region
Year opened:	1995
Year levels:	Prep to Year 6
Enrolment:	690
Indigenous enrolment percentage:	3.5 per cent
Students with disability enrolment percentage:	9.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	991
Year principal appointed:	2009
Full-time equivalent staff:	42.54
Significant partner schools:	Pacific Pines State School, Park Lake State School, Oxenford State School and Pacific Pines State High School
Significant community partnerships:	Bunnings Arundel, ALDI, Coles Pacific Pines, Crèche and Kindergarten (C&K), Gaven Early Learning Centre, Youth Flourish Outdoors, Parents and Citizens' Association (P&C), Scripture Union, Shedmen, Early Years' Network, The Northern Network, Queensland Association of State School Principals (QASSP), child support agencies, community groups
Significant school programs:	Gaven State School Approach to Literacy, Speech Sound Pics (SSP), Spelling Program, Readers are Succeeders, Responsible Behaviour Plan for Students (RBPS), Values Program, After School Help (ASH), Coding/Robotics club, Intervention Program, Special Education Program (SEP), Induction Program, Registration Process, Chaplaincy Program, Aspiring Leaders, Koala Joeys Family Program, Public-Private Partnership (PPP) program, AFL Excellence, Transition Programs.

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Support Teachers Literacy and Numeracy (STLaN), Head of Special Education Services (HOSES), responsible behaviour teacher, chaplain, Business Services (BM), intervention teacher, two administration officers, 35 teachers, guidance officer, 12 teacher aides, Parents and Citizens' Association (P&C) executive, 29 parents, tuckshop convenor and 45 students.

Community and business groups:

- C&K Kindergarten, University of Queensland (UQ) and Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Pacific Pines State High School.

Government and departmental representatives:

- State Member for Theodore and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Gaven State School Approach to Literacy
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School Teams Handbook	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Gaven State School Whole School Practices
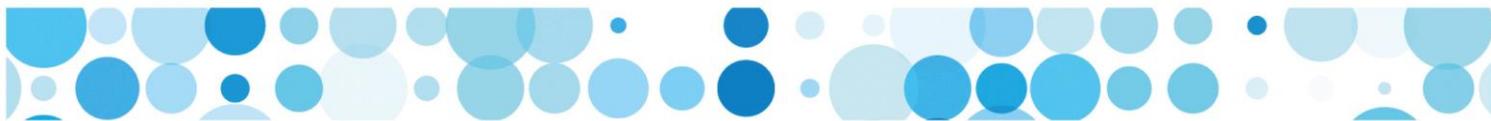
2. Executive summary

2.1 Key findings

A collegial culture exists amongst staff members who provide professional support through informal partnerships.

Teachers speak positively regarding the support provided by senior colleagues to improve teaching practice. The tone of the school reflects a commitment to successful learners.

Staff members express the belief that all students are capable of learning and fully support the school's purpose '*to make a positive difference for each and every child, each and every day'*.

The school places a high priority on supporting classroom teachers to identify and address the learning needs of individual students. Teaching staff are encouraged and supported to monitor the progress of individuals, identify learning difficulties and implement programs to address needs. The school fosters inclusive practices and parents express their satisfaction with the support their child receives.

Parents and families are recognised as integral members of the school community.

Staff members strive to keep parents informed of student learning programs and progress. Parents speak highly and are appreciative of the ongoing communication that keeps them informed of their child's learning and wellbeing progress.

The school's improvement agenda has focused on literacy - reading for the last three years.

Members of the leadership team and staff articulate it is the time is to move into the writing domain without losing the school focus on reading. It is acknowledged that the writing priority is in the 'scan and assess' phase with some trialling of strategies and actions occurring in classrooms. Short-term targets for improvement and a school process to measure the success of school programs and initiatives in improving student results against these targets are yet to be fully developed.

School leaders encourage the use of evidence-based teaching practices in classrooms to ensure that students are engaged and learning successfully.

The principal and school leaders model professional learning and learn alongside teachers during Professional Development (PD) sessions. Some current structures for professional learning and collaborative planning are yet to enable instructional leadership opportunities across the school to ensure a strong line of sight and Quality Assurance (QA) of school expectations.

Members of the leadership team meet with cohort teachers each term to discuss class data sets.

School leaders report this process is focused on building staff data literacy skills and conversations regarding student results are deepening. Staff members articulate how they utilise data for structural differentiation for students. Some staff members identify using class data sets to develop starting points for learning and reflection on their practice. Staff members' ability to align the data collected with classroom pedagogical practice and the identification of next step learning is variable.

The school leadership team views the systematic collection and analysis of data as important to identifying school priority foci, developing improvement strategies and considering the individual and overall school performance of students.

The leadership team facilitates whole-school data discussions in relation to school performance in the National Assessment Program – Literacy and Numeracy (NAPLAN). School targets for improvement are expressed in NAPLAN targets. Whole-school and cohort discussion of school performance pertaining to Level of Achievement (LOA) data is less apparent.

Staff members are highly committed to the continuous improvement of their practice and speak highly of the collegial and collaborative environment in which they work.

All year level teams speak of the ongoing formal and informal opportunities in which they discuss student learning success and their teaching practice. Observation and feedback to teachers occurs regarding aspects of school pedagogical and curriculum expectations. Members of the leadership team provide observation and feedback in relation to priority areas within their responsibilities. The school has developed a coaching framework that is currently under review.

Relationships between staff members and students are positive and caring and students appreciate the support provided to them by their teachers and identify that teachers care about them.

Staff members provide strong 'wrap around' services for students particularly those with identified needs. A range of flexible structures and processes is apparent to respond to the needs of individual learners. The Special Education Program (SEP) has developed mental health and wellbeing programs targeted to the needs of students with disability and children in out-of-home care. This support includes Drumbeat, Friends for Life and the garden club.

2.2 Key improvement strategies

Implement a school inquiry approach to develop a narrow and sharp Explicit Improvement Agenda (EIA) that includes short- and long-term targets and timelines and the identification of whole-school monitoring processes to measure the success of implementation.

Develop school structures for professional learning and collaborative planning that enable instructional leadership opportunities across the school to ensure a strong line of sight and QA of the EIA.

Provide PD for all school staff members to ensure their data literacy skills enable a deep understanding of how data informs pedagogical practice and the identification of next step learning.

Widen whole-school data conversations to include a discussion of school and cohort performance pertaining to LOA data.

Further develop and implement the school collegial engagement process for all staff members that includes classroom-based learning, modelling, coaching, peer observation and feedback.