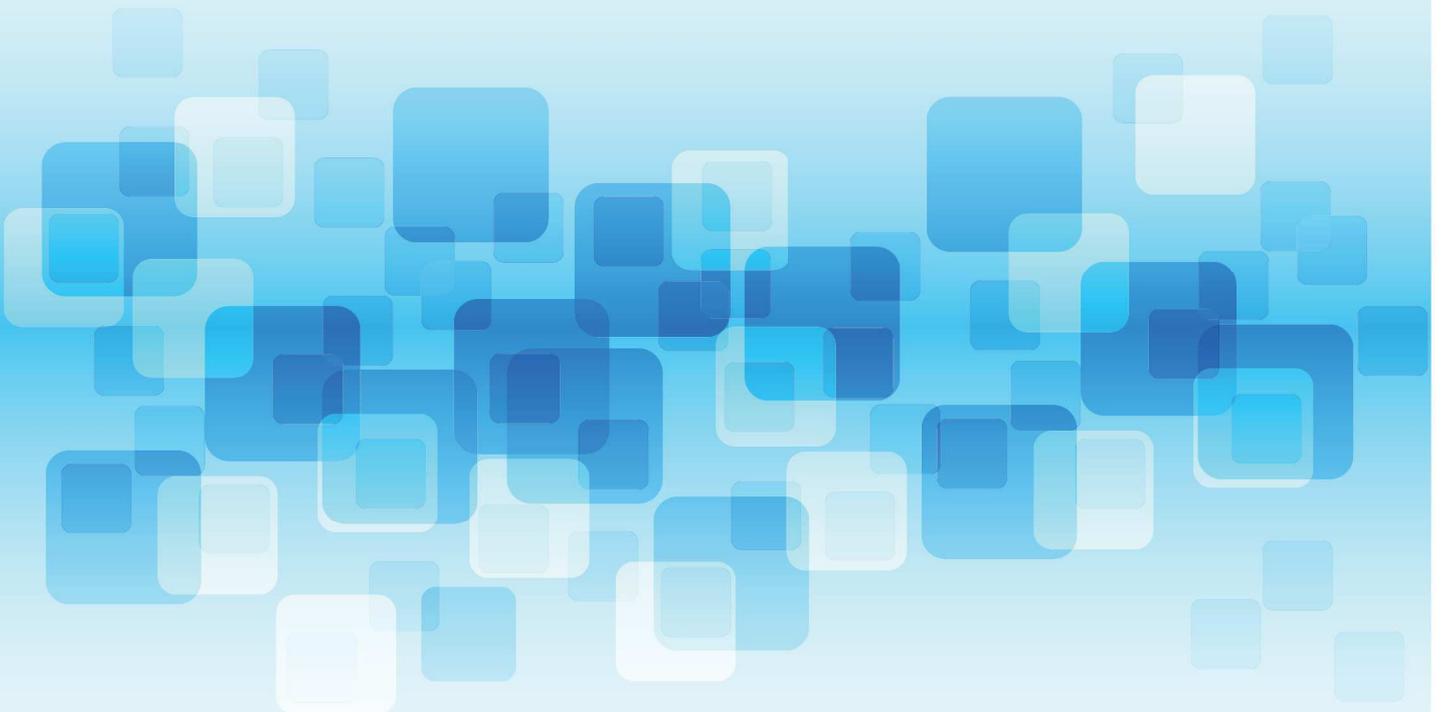




School Improvement Unit Report

Gindie State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Gindie State School from 24 to 25 February 2016. 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:	Cnr Old Cullen-la-ringo Road and Gregory Hwy, Gindie
Education region:	Central Queensland
The school opened in:	1897
Year levels:	Prep to Year 6
Current school enrolment:	31
Indigenous enrolments:	Nil
Students with disability enrolments:	Nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1009
Year principal appointed:	2015
Number of teachers:	2 (full-time equivalent)
Nearby schools:	Emerald State School, Emerald North State School, Denison State School, Springsure State School, St Brigid's Catholic Primary School, Emerald Christian College
Significant community partnerships:	Parents and Citizens' Association (P&C), Minerva Mine
Unique school programs:	School funded Speech Language Pathologist for 2016



1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Three teachers
 - Three teacher aides
 - Parents and Citizens' Association (P&C) executive committee
 - Four parents
 - Local State Member of Parliament

1.4 Review team

John Enright

Internal reviewer, SIU (review chair)

Jenny Hart

Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The principal and staff members demonstrate positive and caring relationships to students and work to build mutually respectful relationships across the school community.

The school places a high priority on student wellbeing. Student engagement and staff morale is sustained at a high level and the school tone is happy and optimistic.

- The school has a documented Explicit Improvement Agenda (EIA).

The EIA has been effective in focusing, narrowing and sharpening the whole-school attention on core learning priorities of reading of comprehension and writing.

- The school allocates additional teacher time to support students in priority groups as identified through the National Assessment Program – Literacy and Numeracy (NAPLAN) and school diagnostic screening processes.

It is unclear how the effectiveness of these programs is being measured or quality assured.

- There is strong evidence that appropriate curriculum is being delivered in classrooms.

The school uses Curriculum into the Classroom (C2C) multi-age units as the main resource to implement the Australian Curriculum (AC). The whole-school curriculum plan is not yet fully developed.

- The school places a high priority on ensuring that teaching programs are addressing the learning needs of all students.

Individual learning goals are evident in classrooms and students are aware of their goals. The steps students undertake to achieve or monitor their goals are not yet clearly documented.

- The school is implementing a range of pedagogical practices in reading and specific comprehension and writing strategies and they are aligned to the explicit improvement agenda.

Artefacts to support these programs and strategies are evident in teacher planning and in classrooms. Students can speak to these strategies and how they support learning. The school is yet to document a whole-school approach to the teaching of reading.



- The principal and staff members clearly articulate their belief that reliable data on student outcomes are crucial to the successful implementation of the school improvement agenda.

The school is implementing a plan for the systematic collection of student academic outcomes including diagnostic and classroom assessment.



2.2 Key improvement strategies

- Continue to develop, document and implement an explicit, coherent and sequenced whole-school curriculum plan relevant to the context of Gindie State School.
- Implement ongoing, regular monitoring of the NAPLAN support program to ensure it is achieving its targets of student improvement.
- Ensure that students know and document the learning steps to achieve their goals and can monitor their progress.