

Gabbinbar State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Gabbinbar State School** from **24 to 26 July 2017**.

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

Stephen Bobby	Internal reviewer, SIU (review chair)
Maureen Colman	Peer reviewer
Bob Wilson	External reviewer



1.2 School context

Location:	Stenner Street, Toowoomba
Education region:	Darling Downs South West Region
Year opened:	1972
Year levels:	Prep to Year 6
Enrolment:	389
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1040
Year principal appointed:	2012
Full-time equivalent staff:	27
Significant partner schools:	Escarpment Cluster of State Schools - Centenary Heights State High School, Middle Ridge State School, Rangeville State School, Withcott State School
Significant community partnerships:	Denise Kable Campus, Amaroo Environmental Education Centre
Significant school programs:	Gabbinbar C&K (Crèche and Kindergarten) Community Kindergarten, Toowoomba Grammar School, Queensland Police Service (Bike Safety, Protective Behaviours)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer, three classroom support teachers, three specialist teachers, 14 classroom teachers, Speech Language Pathologist (SLP), teacher/librarian, eight teacher aides, 14 parents, three Parents and Citizens' Association (P&C) representatives, Business Services Manager (BSM), two administration officers and 23 students.

Community and business groups:

- Coordinator of Gabbinbar C&K Community Kindergarten.

Partner schools and other educational providers:

- Principal of Centenary Heights State High School, Principal of Middle Ridge State School and Principal of Rangeville State School.

Government and departmental representatives:

- Two ARDs.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 1, 2017)
Headline Indicators (2016 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2017	School newsletters and website
School improvement targets	School Opinion Survey
School pedagogical framework	School data plan
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan



2. Executive summary

2.1 Key findings

The school team is committed to improving learning outcomes for all students.

Staff members are united in improving the quality of teaching and learning and are supportive of the improvement agenda. Teachers state that they can see outcomes and benefits for students and themselves.

The leadership team views reliable and relevant data as essential to progressing the school's improvement agenda.

The leadership team has analysed school performance data over a period of time and is aware of school trends. This data informs the assignment of many resources and programs to meet student needs.

Staff members communicate a deep commitment to providing quality learning opportunities for their students.

Staff members demonstrate the importance of establishing and nurturing positive and caring relationships with students and colleagues, and the manner in which this links with successful learning outcomes.

The school applies its resources in a targeted manner to meet the learning needs of all students.

School leaders give a high priority to understanding and addressing the learning needs of all students. The whole-school budget, including the Investing for Success (I4S) funds, reflects the core priorities in the school's improvement agenda.

An explicit and sequenced curriculum, assessment and reporting plan is developed.

The school utilises Curriculum into the Classroom (C2C) units as the resource to implement the Australian Curriculum (AC) to ensure horizontal and vertical curriculum alignment. Some teachers express a desire to engage more directly with the AC in order to develop and plan units of work.

Teachers report satisfaction with the systematic and supported delivery of the Explicit Instruction (EI) model through observation, feedback, coaching and mentoring.

Teachers are currently able to request support to enhance classroom and behaviour management strategies. Classroom walkthroughs conducted by the leadership team are yet to occur on a regular basis. Most teachers express they are receptive to receiving more regular, structured and purposeful observation and feedback from school leaders to build their professional capacity.



Staff members articulate their belief that all students can learn successfully.

There is an understanding of the importance of identifying the appropriate level of learning for individuals and groups of students, and the need for timely support to guide them. Staff members actively problem solve through the case management process to ensure students are progressing, and strategies are discussed and shared.

There is an understanding of the importance of identifying the appropriate level of learning for individuals and groups of students.

The school has started its journey using Lyn Sharratt's¹ *Putting Faces on the Data*. Some members of the leadership team have begun to implement walkthroughs, where they discuss with students what they are learning, why they are learning, how they are going, and how they know to gauge the result of the learning intent. The setting of individual learning goals is yet to be developed school-wide along with the development of success criteria for self-reflection and improved learning outcomes.

School leaders explicitly encourage classroom teachers to identify and address the learning needs of the full range of students.

Staff members articulate that all students can achieve their full potential given learning opportunities that meet their individual needs. Conversations with students indicate that they seek more challenge and extension across the curriculum. Some students participate in extension activities in the key focus areas of reading, spelling and writing.

The school enjoys a positive reputation within the local community.

Parents and community members speak highly of the quality teaching and learning opportunities afforded to their child. Staff members, students and parents communicate a sense of belonging, and speak highly of their commitment to the school. Parents indicate that they are always treated warmly and with respect by all staff members when at the school.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!* Corwin Press.



2.2 Key improvement strategies

Investigate and implement a systematic whole-school approach to the provision of observation, feedback, coaching and mentoring for all teachers.

Build student ownership of, and responsibility for their learning, through the further development of practices regarding individual learning goal setting and the development of success criteria for student self-reflection.

Adopt and implement a consistent higher order thinking strategy across the school.

Implement Professional Development (PD) to develop a deep and thorough understanding of the AC.